

AMERICAN JOURNAL OF EDUCATION.

UNIVERSAL EDUCATION—THE SAFETY OF A REPUBLIC.

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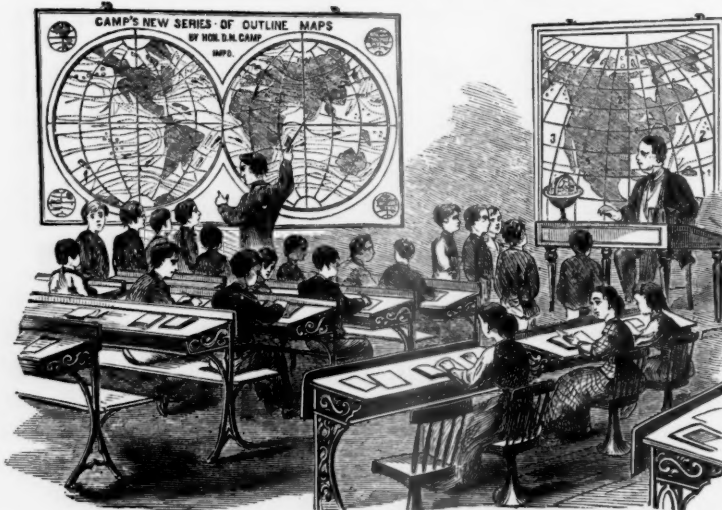
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Yours truly,
T. W. BICKNELL,
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PHILOSOPHY OF HUMAN EDUCATION.

BY J. BALDWIN.

THE materials out of which to construct the Philosophy of Education are accumulating in rich abundance. Earnest efforts to grasp the problem of human development, and to scientize the accumulated experience of the ages, will be welcomed by educators. The time has come when education ought to be recognized as the grandest of sciences, and teaching as the noblest of arts.

Philosophy has been defined the science of principles. The philosophy of education is to develop, systematize, and apply great principles founded in child nature. These principles will lead the educator to correctly apply educational means to educational ends. Hence, education, as a philosophy, must embrace:

I. The child as a physical and mental being to be developed.

II. Educational principles.

III. Educational means.

IV. Educational methods.

V. Educational ends.

A thoroughly practical treatment of these topics is proposed, such, it is hoped, as will in some degree aid teachers of every grade. The best thoughts of the best educators will be freely used, thus giving variety and breadth of views. As introductory, it may be well to call attention to the fact that, to the educator, a knowledge of child nature is a necessity. So evident is this, that it should need no urging. But a wide observation shows that teachers are generally deficient in this knowledge. This topic is usually ignored by educational journals and teachers' institutes. Indeed, the subject is often treated with a sneer. Educators are content with the statement of its importance. A teacher, even in the higher schools, with an adequate knowledge of the human mind, is seldom met.

The following reasons for the study of the mind, prepared for the *National Teacher*, by Edward Brooks, Principal of the Millersville (Pa.) State Normal School, will be read with deep interest. They may be studied to great profit by all teachers:

I. The importance to the teacher of a knowledge of the nature of mind, seems so evident as to be almost axiomatic. Mind is the object to be instructed; it is that upon which the teacher operates; that which he is to mould and fashion, and shape and develop. How can this be done without a knowledge of its nature, its capacities, and laws of activity? In every other department of labor, a man would be but a blunderer if he did not understand the nature of the object upon which he wrought. The farmer must understand his soil—that his low-lands are adapted to grass and his uplands to grain—or he would make sorry work in agriculture. Selecting his fields with a knowledge of soil, the skillful farmer sows his seed and plants his corn, and his intelligent labor is rewarded with the waving grain-fields of summer and the golden ears of autumn. There is a spiritual agriculture as well as a physical one; culture of the mind is not unlike the cultivation of the soil. The seed of truth in the soil of the human intellect, if adapted to its capacity and properly planted, will bring forth ripened harvests of knowledge and spiritual power. If a knowledge of the nature of soil is necessary to the tiller of land, who shall say that it is not of equal necessity for the teacher to understand the nature of the intellectual field which it is his duty to cultivate?

The teacher has also been compared to a musician and the human soul to an instrument on which he is to play,—a curious instrument of many strings and delicate keys which require the skill of a master to touch aright. What would be thought of an orchestra leader who would employ a person to play upon an instrument, who is ignorant of its nature, even though he were entirely familiar with the music to be performed? What ought we to think of selecting a teacher to play upon the delicate instrument of the human soul, who is ignorant of its varied capacities and the laws of their activity?

II. The teacher should understand the nature of mind, in order to cultivate and develop its powers. The object of education is two-fold, culture and knowledge.

These two objects are not identical. A man may have much knowledge and little culture; he may be full of learning and not know how to use it. I have known man top-heavy with learning, who went reeling through the world, useless to themselves and society. I have known persons with comparatively little learning who were efficient in the application of it, because back of it they had a well-trained mind. Many teachers seem to think that the acquisition of knowledge is the main object of instruction and study. Than this no error can be more radical and pernicious. Knowledge is valuable to us, but culture is more valuable than knowledge. Mental power is worth more than mental acquisition. What we bring out of the mind is worth more than what we put into it. The

ability to acquire and use knowledge is a thousand-fold more valuable than the knowledge itself. Willis expresses the truth in beautiful imagery when he says, "The mind forges from knowledge an archangel's spear, and, with the spirits that compel the world, conflicts for empire." Pupils forget a large part of what they learn at school and college, but the mental habits they form go with them through life. It is the teacher's duty, therefore, to cultivate the mind as well as to impart knowledge to it. This culture is given in part in the act of instruction. Knowledge properly taught gives culture to the various powers which are made active in the acquisition, and becomes an instrument by which the mind is enabled to originate and acquire other knowledge. An acquaintance with the mind is therefore necessary, that this instruction may accomplish one of the principal objects contemplated.

III. The teacher should study the mind that he may know the order of development of its faculties, and understand the educational needs of the pupil. The mind is a unit with a variety of powers. All these powers are operative at every period of life, but some of them are more vigorous at one period than at another. In childhood the perceptive powers are especially active, and the memory ready and retentive. The child almost lives in its senses. Its eyes see everything; its ears catch every whisper; its busy fingers tear down and build up all day long. Its memory holds what its senses gather, with a tenacity truly wonderful. The activity of the understanding also, in the investigation of causes, is so active as to become a source of annoyance to parents and teachers in their fruitless endeavors to answer its ever recurring questions—"why?" and "what's the reason?" Later in life these faculties lose somewhat of their energy, and other powers become more active. The child rises from its sense-life into a sphere of abstract thought; it begins to compare, to generalize, to reason. This difference of mental activity at different periods has an important educational significance. How can the young teacher who is ignorant of this fact suit his instruction to the wants of his pupil?

Even the old teachers, some of whom were teachers of many years' experience, did not comprehend this matter, as some of us who were tortured by being made to sit on the high slab benches with our feet dangling in the air, and nothing to do except to be still and keep our hands out of mischief, the hardest task of all, very distinctly remember.

Understanding the educational wants of a pupil, the teacher will be able to select such studies as these wants indicate. Different branches of study call into activity and give culture to different faculties. Perception demands concrete things, to see and feel and handle. Memory requires the facts of nature and history, to store them

away for future use. The imagination delights in beauty of form, color, and tone; in spring flowers and singing birds; in starry nights and leaping cataraacts; in flowing measures and poetical imagery. The understanding asks for the causes of facts and phenomena and the laws which govern them. The reason stretches out beyond the known and finite to grasp the unknown and infinite. These powers require different branches of study or different parts of the same branch; and a teacher who understands these facts can select the study adapted to the faculty, can give the mental food needed. Give teachers such a preparation for their work, and there will be less time and patience wasted in our common schools in trying to make children understand long reasoning processes in arithmetic, when they ought to be drilled in the mechanical processes; and in cramming them with the metaphysical abstractions of grammar, when they ought to be acquiring skill in concrete speech.

IV. The teacher should understand the nature of the mind in order to impart instruction properly. The principles and methods of instruction are drawn both from the nature of the mind and the nature of knowledge. To understand the branches to be taught, therefore, is not sufficient, in order to understand the methods of teaching. Moreover, though it is true that these principles and methods have a dual origin, as stated, their primary source is the mind to be instructed rather than the matter to be imparted. We begin the investigation in the nature of the mind rather than in the nature of knowledge. Here, then, is a still stronger reason for this qualification of the teacher. He should do his work in the light of a knowledge of mental science, if he would do his work most successfully. He must know the nature of attention and how to secure it, if he would make the deepest impressions upon the mind of the young learner. He must understand the activity of the perceptive powers, and the relation of the products of the senses to the memory, if he would succeed best in teaching natural science. The absurdity of teaching botany in the winter, or of teaching physiology without bringing in from field or farm-house the bones, muscles, tendons, and eyes of animals, would never have been attempted by one who had a practical knowledge of the operation of the perceptive powers and their relation to the facts of natural science. A teacher must understand something of the laws of memory and recollect, in order to attain the best results in teaching history, geography, etc. Some of the long, involved, unnatural, so-called "logical" forms in mental arithmetic would never have been used to confuse the mind and force it out of the simple and natural pathway of thought, if the nature of judgment and reasoning, as operations in the mind of a little child, had been fully understood. The "murder of the innocents" with English grammar will never end, while instructors of youth are so profoundly and, I am almost tempted to say, wickedly ignorant of the simplest facts concerning the nature and order of development of the powers of expression and abstract thought, "That which causes us to think," says Lavater, "is dear to us." Is it any wonder that that which represses and smothers thought in the mind of the child, should be detestable to him, and often cause him to hate both his study and his teacher?

In conclusion, I desire to say that this subject can not be too strongly urged. A knowledge of mind lies not only at the foundation of the science of education, but at the basis of all successful instruction. It

is the corner-stone, the basis upon which rests the whole matter. As well may an architect endeavor to erect a building without a solid groundwork for its support, as for a teacher to build up the temple of knowledge in the mind, ignorant of the very foundation of his superstructure. I would make a knowledge of mental science the very first consideration in the qualifications of a teacher. It should be the first step in the professional course of instruction in our normal schools. To omit this, whatever else may be done, is to attempt to build the house without a foundation. If I could have my wish in this matter, I would have a law passed in every state prohibiting a teacher, after two years from date, who did not understand the elements of mental science, from teaching a public school. I would have every teacher applying for a certificate examined in this branch as in arithmetic and grammar, and have a place and a mark for it in the certificate, as for the common school branches.

I believe to but new life into our common schools, we should put a knowledge of mental science into our teachers' heads. To banish some of the dullness and stupidity from the minds of our pupils, and put intellectual vigor and a zest for study in their place, give us teachers whose labor can be guided by the light, and moved by the inspiration, which flow from a knowledge of the laws of mental activity. Such knowledge will be as a new star in the educational horizon,—a morning star that will prove the herald of a brighter day for American schools and American society.

LET it be remembered that every day of a school of sixty pupils is an investment in time and money of at least forty dollars. A teacher who can, by superior methods and personal magnetism, accomplish twice the average work, increases the investment one hundred per cent. He does what is of far greater importance. He forms habits of thought and action which control and strengthen the life of the pupils. Our schools are most valuable for that for which they lay a foundation. What is true of the teacher is true of the Superintendent.

METHODS OF TEACHING LANGUAGE.

BY D. H. CRUTTENDEN.

For the American Journal of Education.

The objective mode of instruction commences with an object lesson, as that term is now commonly used, but adds to this object lesson all those intermediate steps of instruction, by which the learner gains that knowledge which, when classified, constitutes the science of the subject which he is studying. The objective mode is in accordance with the school of nature; because, according to it the learner is led to observe, and his observations are made the foundations of the instructions which he receives from those around him; hence, the knowledge thus gained is called *familiar* knowledge. The objective is newer than the subjective mode, hence it is less known and less generally used. It is always prized and admired by those familiar with it, the

more zealous of these admirers claiming that the objective is the only mode of instruction that should be used; while those partially acquainted with it either oppose it, or, at the most, admit that it is adapted to the instruction of children, but deny that it is needed by adults.

In my opinion, the use of these modes depends entirely on the attainments of the pupils, and has nothing whatever to do with their ages. The objective mode is to be used in getting, learning, acquiring; the subjective in giving, teaching, using. The two modes are elements of a unit, in which each element furnishes what is lacking in the other; each is the complement or the supplement of the other. Hence, in a complete system of instruction, both modes are to be used. If Methuselah came as a pupil, to learn a subject of which he is ignorant, Methuselah must first be instructed *objectively*, and this I call his first course in that subject; but when Methuselah has finished this first course, he must then be trained to arrange or classify this knowledge, in order that he may most perfectly retain it, and most easily recall it, when needed for use. This I call his second, or his scientific course.

The objective mode requires two parties, the learner and the instructor, and is best conducted by conversations; hence, will you please *observe* and then *tell* the uses which I make of this window.

[The following conversation then ensued:]

Instructor (looking through the window). Above, I see the sun and a few fleecy clouds in the blue sky; below, the distant ridges and slopes of the hills, a portion of the bay—nearer, the buildings and streets between them. What *use* am I making of this window?

Pupils. You are using the window for the purpose of seeing objects through it. You used the window as the medium through which to see the sun, clouds, etc. You used the window as a means of seeing the landscape.

In. Compare the attention which I gave to the landscape to that which I gave to the window.

P. You gave nearly all your attention to the landscape, and gave little or none to the window.

In. You may observe a second time; through the upper sash I see the sun, the clouds and a portion of the sky; through the lower sash I see the remainder of the sky, the ridges and slopes of the hills, etc. What use have I made of the window now?

P. You have used the window to see what it has to do with the landscape beyond it.

In. What the window and the landscape are, each to the other, we will

call the relations between the window and the landscape. Name the uses which I have made of the window.

P. You have used the window mainly for the purpose of seeing the landscape through it, and you have used the window for the purpose of finding the relations between it and the landscape.

In. Your answers are very good. Please observe again. The proportion of the width to the length of this window is quite proper. The window has two sashes, and each sash contains six panes of tolerably good glass. What use am I making of the window now?

P. Now, you are mainly using the window that you may describe it—that you may learn about it.

In. Number and describe the uses I have made of this window.

P. First, you used the window for the sake of the landscape only; second, you used the window and the landscape together, to find the relations between them; and third, you used the window itself, that you might learn about it.

Language, like the window, has three distinct uses: first, language may be used mainly or entirely for the feeling and thought expressed in it. This is the logical or psychological use of language; second, it may be used in order to find the relations between the language and its meaning. This is the rhetorical use of language; and third, language may be used mainly or entirely to learn what it is in itself. This is called the grammatical use of language. But we must leave further discussion for future lessons.

SOUTH BROOKLYN, N. Y.

VOCAL CULTURE.

BY S. S. HAMILL.

SPEECH is the peculiar privilege of man; voice, the peculiar instrument of speech. The wisdom of the creature has been exhibited in the discovery and combination of the powers of the one; the wisdom of the Creator in the origination and variation of the powers of the other.

As the creature is far inferior to the Creator, so speech is far inferior to voice. The nicest selection of words often fails to express a shade of thought which the modulation of the tone eloquently unfolds.

No art of man has produced an instrument of such varied and delicate powers; an organism exhibiting such wondrous skill. The voice is indeed an instrument all divine. In quality of tone, in variety of adaptation, in perfection of modulation, in expression of emotion it bespeaks its heavenly origin. It breathes a sound so fine that "nothing lives twixt it and silence;" it thunders tones so loud

and shrill that Jupiter seems rivaled for his throne; its plaintive wailings dim the eye; its peals of passion pall the heart; its tender tones lull the infant to repose; its thrilling notes impel "the living mass of human valor to the cannon's mouth;" its soul-subduing strains melt the heart to reverence and love, whilst its silvery shout of joy stirs the spirits like a seraph's song.

Such is the human voice, delicate in its construction, wonderful in its execution, bespeaking at once the wisdom and beneficence of its Divine Creator.

Possessing this instrument, and that too as one of the chief means of expression, in a land where freedom of speech is vouchsafed to all, and excellence of speech a weapon of power, it might safely be inferred that skill in its control would be an indispensable accomplishment. And yet the reverse is true.

So generally is the cultivation of the voice neglected, that it may be safely asserted that not one in a hundred is familiar with his own tones, or conscious of his modulation, whether their quality is agreeable in the social circle or their power impressive in business or professional life.

For almost every other department our system of education makes ample provision. The fingers are trained to touch the keys of the piano with marvelous grace and skill; the hand to give the exquisite touch of the pencil and the brush; the eye to discern the nice gradations and harmony of colors, but for the culture of the voice, save in song, little or no provision has been made.

As a result our children return from school unable to read a dozen lines from the printed page pleasingly or impressively; our pulpit, platform and court-room speakers are often unendurable in their utterance.

Are these (by no means desirable results) the wisdom of the Creator or the negligence of the creature?

The discussion of methods of instruction in vocal culture must be deferred for future articles.

UNIVERSITY, BLOOMINGTON, ILL.

FRANKLIN AND HIS PAPER.

SOON after his establishment in Philadelphia, Franklin was offered a piece for publication in his newspaper. Being very busy, he begged the gentleman would leave it for consideration. The next day the author called, and asked his opinion of it.

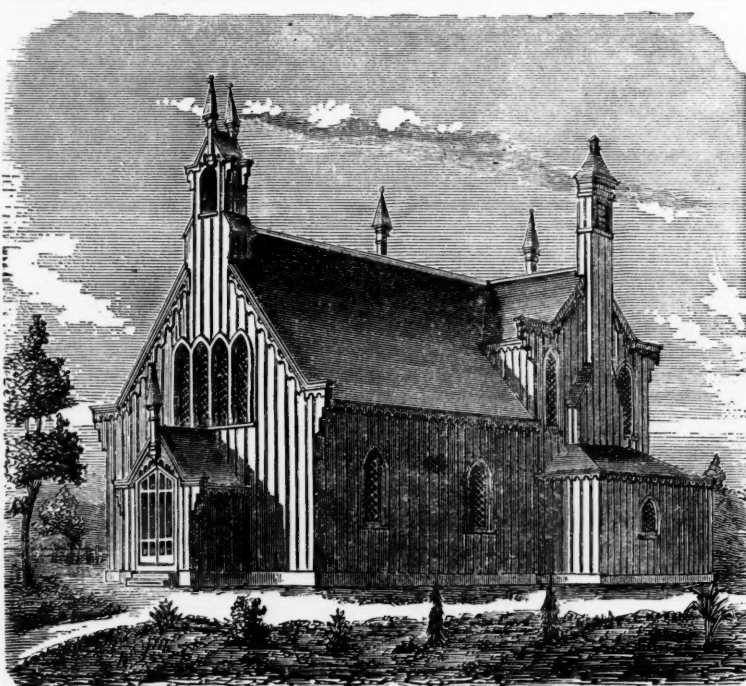
"Why, Sir," replied Franklin, "I am sorry to say I think it highly scurrilous and defamatory. But being at a loss, on account of my poverty, whether to reject it or not, I thought I would put it to this issue; at night, when my work was done, I bought a two-penny loaf, on which I supped

heartily, and then wrapping myself in my great coat, slept very soundly on the floor till morning, when another loaf and mug of water afforded a pleasant breakfast. Now, Sir, since I can live very comfortably in this manner, why should I prostitute my press to personal hatred or party passion for a more luxurious living?"

One cannot read this anecdote of our American sage without thinking of Socrates' reply to King Archelaus, who had pressed him to give up preaching in the dirty streets of Athens, and come and live with him in his splendid court. "Meal, please

your Majesty, is a half-penny a peck, at Athens, and water I get for nothing!"

THE productive capacity of the people by which the State is enriched seems to be increased just in proportion as they become intelligent, so it seems to us, viewing the question of our public school system from whatever standpoint we may, it is a measure at once so beneficent in its results, and so sure to be mutually profitable, that every possible effort should be made to perfect and perpetuate it.



C. B. Clarke, Architect,

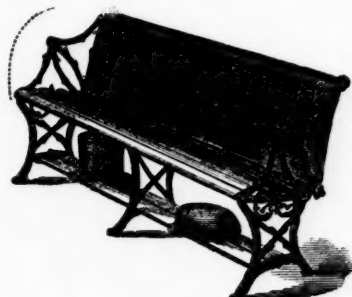
312½ Chestnut st., St. Louis.

BAPTIST CHURCH, THAYER, KANSAS.

Engraved for the AMERICAN JOURNAL OF EDUCATION.

WE present our readers with a cut of a beautiful and cheaply-built church, planned and erected by Mr. C. B. Clarke, the architect for the Baptist Society in Thayer, Kansas. It cost about \$3000, and will seat comfortably 250 people.

Many of our churches are supplying themselves with the *new Gothic reversible seat*, represented by the following cut:



These seats are said to be as comfortable as if upholstered, cooler in summer, very strong and very cheap. They are coming into very general use in churches and halls in which Sunday school services are held; as, by the reversion of the back of one, the two seats can be made to face each other, and thus a large class filling both seats can be brought into closer relation with the teacher.

We hope the day is not far distant when every town in Kansas will be supplied with one, commodious well-seated, and well-ventilated church, where all the people of the neighborhood can be gathered, with their families to worship, and be trained to virtue and an intelligent, Christian citizenship.

KANSAS.

NO State is making more rapid or healthful progress in educational matters than Kansas. We were present at the closing exercises of the schools at Leavenworth last week.

The Normal School, under the charge of John A. Banfield, held its anniversary in the evening, at the Opera House. The hall was more than full before the hour appointed. Twelve graduates appeared, all ladies, with two exceptions, dressed in immaculate white. After some delay which was and is the chief mistake of such occasions, the exercises commenced with piano music, followed by the essays of the graduating members.

The topics were well chosen, and there was a good degree of thought manifest. A little more of spice and vivacity, features that are usually lacking on such occasions, would have improved the exercises.

The valedictorian had a threefold task, and performed her part admirably. Our sympathies were called out toward the Miss, who missed not her part, but the customary laurel-wreath, the inevitable *bouquet*.

Let her not dwell on the disappointment, however, as it was evidently not merit so much as friendship that brought the June roses in showers on the platform. It is well for all, similarly situated, whether in the thronged hall or on the way-side of a monotonous life, in view of any apparent want of courtesy, to find comfort in the incomparable lines of Gray:

"Full many a gem of purest ray serene,
The dark, unfathomed caves of ocean bear;
Full many a flower is born to blush unseen,
And waste its sweetness on the desert air."

We have no time to moralize on the work and the rewards of the teacher. The improvement of character, as well as the drill in technics, which these Normal graduates will be able to impart to the pupils, will finally bring the boon of gratitude, worth far more than the fading flowers hurled at their heads as they graduate.

O! teacher, whether of Kansas or Maine, other hands shall crown you with glory. Your memory will not be forgot when millionaires and their marbles shall have mouldered and crumbled. Your labors shall erect for you in the hearts of the generations the *monumentum perennium aere*.

The address of the Hon. Mr. English was a fine thing before the class at the close, but unfortunately a large part of the already tired audience did not hear it. On the following Monday, the city schools having closed, the teachers, mostly from the east, took their leave of absence and their railroad tickets—at reduced rates—

thanks to Mr. Sidney Smith—for a visit to the homes of their childhood. And may they have a good time, and all come back to build better and broader the citizenship of the Great West.

DISTRICT INSTITUTES.

THE Hon. H. D. McCarty, State Superintendent of Public Instruction, aided by an intelligent and efficient corps of county superintendents and teachers, is doing a work for education in Kansas which but comparatively few of our people appreciate or know much about. A series of "District Institutes" have been inaugurated which brings within the reach of every teacher in the State, not only a large amount of direct, practical information, but "better methods of instruction are presented, and teachers are drilled in these methods until they can both adapt themselves to them and adopt them in their schools.

The press and the people alike speak, where these institutes have been held, in the highest terms of the good they accomplish. The *Florence Pioneer* says: "We believe the State should encourage the attendance of teachers upon these institutes, with an appropriation of a fund to assist in bearing their expense.

GEOGRAPHY.

WHAT shall be taught in the public schools, is the ringing question of the hour. Concerning this query, however it were well to bear in mind that the success and worth of our schools, depend less upon what is taught, than upon how it is taught. Just now where are our teachers? All off on a tangent science-ward. (Of course there is no science in any but the new studies!) The impression seems to be pretty general that the adoption of the Sciences as common school studies marks an epoch in the history of education, and that the salvation of our public school system depends upon the general and immediate introduction of those studies into the schools. We are told that the schools with the old studies and the present teachers, are not meeting expectations, yet it is confidently anticipated that these same teachers will make the schools very successful, with the new studies introduced. Yet if our school system is a failure from inability of the teachers to successfully teach the old studies with which they are familiar to some extent at least, to suppose that these same teachers will be very much more successful teaching the new studies, with which they are comparatively unacquainted, would be about as reasonable as to suppose that any one who has failed in every other oc-

cupation will be sure to succeed as a teacher. The act of legislature (Illinois) in reference to the teaching of the "Sciences," is wise. But the great expectations indulged by many, of immediate and striking results to be obtained by the introduction of the studies of those Sciences into the schools, is wonderful.

It may not be improper to say a word concerning geography and how to teach it in ungraded schools, though it is done at the risk of novelty, since geography as a school study has been made the special object of disparagement. Physical geography should be made the specialty, as the base for all knowledge of political geography. Map drawing should be practiced. Pupils should be required to prepare written descriptions of the continent or country studied, giving in brief as well as they can, its situation, size, and shape; surface and waters; climate and soil; productions, natural and industrial; also something concerning its people, their number, origin, government, etc. And in order that the above outline may be pretty fully and fairly presented, the text book will often have to be supplemented, many facts will have to be furnished by the teacher. In this way geography may be made to afford valuable aid in composition writing, in that it furnishes facts, the first requisite.

Two years of book work ought to be sufficient for geography in ungraded schools; though it will, perhaps, require three years for the average pupil in country schools to make two years time.

As to books, the intermediate or the common school geography is the proper one; the primary geography should, perhaps, be excluded, the facts they contain should be presented orally. Our pupils should be taught to first draw the parallels and the meridians, and then to construct the map thereon. Map drawing should commence early. As a specimen of what may be done in the way of written descriptions, even by pupils in ungraded schools, a paper on South America prepared as a school exercise, by one of the pupils of the school kept by the undersigned, is presented below. The time allotted to South America by the class was less than two weeks. The pupil who wrote the paper is fifteen years of age, and his opportunities for study have not been superior to that of the average of country boys in southern Illinois.

SOUTH AMERICA.

South America is the southern continent of the new world, and lies between the Atlantic and the Pacific oceans extending on both sides of the equator. The length of South

America is 4,800 miles; its breadth is 3,600 miles and its area is about 6,500,000 square miles. It is next in size to North America and would make one hundred and twenty states about as large as Illinois. The shape of South America is that of a triangle with the apex pointing towards the south. The surface of South America consists of the Andes mountain system on the west, the table land of Brazil on the east and a great low plain lying between them. The Andes extend through the entire length of the continent, and the highest mountain peaks on the globe are found here, with the exception of the Himalaya mountains in Asia. They are highest near the equator. There are many volcanoes here, the highest of which is Aconcagua in Chili. The rivers of South America are mainly united in three great systems; the Amazon, the La Plata, and the Orinoco. The Amazon is the largest river in the world and is more than 3,000 miles long. The low lands on either side of it is called the *Silvas*; the low lands on either side of the Orinoco is called the *Llanos*; those on either side of the La Plata is called the *Pampas*. Lying mostly between the tropics South America has a very warm climate. The southern part and the high mountains alone have cool climate. The year is not divided into Spring, Summer, Autumn and Winter as in our country, for all seasons are much alike in warmth. On the east side of the Andes one half the year rain falls almost every day. This is called the wet season. In the other half there is no rain, though heavy dews fall. This is called the dry season. While rain is abundant east of the Andes, there are places on the west side, where it has never been known to rain.

South America, having a warm and moist climate, the soil is very fertile, and produces a more luxuriant vegetation than any other continent on the globe.

This continent is rich in mineral and vegetable productions. The principal minerals are silver, gold, copper and diamonds. Silver and gold are found in the Andes mountains. Copper is found in Chili.

Nowhere else on the globe can be found such extensive, dense forests as cover the entire basin of the Amazon, where the rains and the dews keep the earth at all times supplied with moisture. In these forests are the cocoanut, sago, palm, and many other kinds of palm trees, and the caoutchouc, from the sap of which India rubber is made; and the cinchona, or the Peruvian bark tree, from which is made quinine; and many other trees yielding valuable wood, food, medicines, or dye-stuffs.

In the warm portions of South America are raised coffee, rice, sugar, and tobacco. In the cool regions, the high valleys of the Andes and the southern countries, are raised wheat and corn. The animals of South America are very numerous, but they are not very large. The largest is the tapir; the most dangerous is the jaguar, a kind of tiger.

The inhabitants of South America consist of natives or Indians, whites, negroes, and mixed races, numbering in all about twenty millions. If South America were as thickly populated as Illinois it would have a population of more than three hundred millions.

As to the political divisions of South America, Brazil is a vast empire, comprising about half of the entire continent, and has a greater area than the whole of Europe. Its capital is Rio Janeiro, the largest city on the continent, and is situated on the Atlantic coast.

Guiana is under the control of European governments. The other countries, Venezuela, United States of Columbia, Ecuador, Peru, Bolivia, Chili, Argentine Republic, Paraguay, Uruguay, (formerly Spanish colonies), are now republics. Patagonia and Terra del Fuego have no organized government.

South America was discovered by Columbus in 1498, near the mouth of the Orinoco.

MASTER P. K.

The above, by Master P. K., is offered, not as a model piece of writing or description, nor as presenting anything new respecting South America, but as a composition that is something more than a mere string of words.

ILLINOIS.

"An intelligent class," said Edward Everett, "can scarce ever be, as a class, vicious; never, as a class, indolent. The excited mental activity operates as a counterpoise to the stimulus of sense and appetite." This is the national idea of our system. The care of the nation is to fit every one for a better citizenship, not only its soldiers, or its priests, or its aristocracy, but every one, and a better citizenship must come from a better education of the masses.

HAPPY indeed is the man and woman who learns the lesson of gratitude for daily blessings, for unbroken sleep, for convenient food, for the necessity of labor, for the discipline of sorrow, the enjoyment of one's senses, for pure air and abundant water, and is not envious or unhappy because his brother commands something he cannot enjoy.

ONLY as the eye sweeps the horizon of History do we discern the full proportions of any age.

Shall I, or Shall I not, Choose Teaching as my Calling?

THE above question has been propounded to me by scores of students under my instruction within the last ten years. Thousands of young men and women are asking themselves this question to-day. It is, therefore, a question of interest, if not to all, at least to many.

To answer this question exhaustively would require an examination, not of the teacher's calling only, but of all others. This would require not an article but a volume; therefore a narrow survey of the teacher's calling only will be attempted.

Contrary to forensic usage we consider the negative side of the question first. In looking at this side of the question we find reasons why we should not choose teaching as a calling, or profession. Some of these reasons are the following:

1. *Small Wages.*—It is generally held that teaching commands small wages. In villages and rural districts these range from \$35 to \$50 per month. This is lower than the fees of lawyers, doctors and public officials, but higher than seamstresses or farm laborers, and about equal those of carpenters, bricklayers, plasterers, and the like. But as we ascend the scale wages rise. In city schools, academies, colleges, normal schools and universities, salaries range from \$400 to \$4000 per annum, and in a few cases they go beyond this. (We speak of salaries in this country only.) These compare favorably with the average of the other professions. Added to this, they are usually sure, whilst the fees of the lawyer and doctor are not always so.

2. *Unsteady Employment.*—In the rural districts this objection has force. It is one of the chief objections to the teacher's calling. In our opinion it is radical and serious. We have no defense to make for it. It doubtless keeps many out of the calling, and justly. In cities and higher institutions this objection does not exist.

3. *Injurious to Health.*—It is claimed that the teacher's calling is unfavorable to health. This claim is based chiefly on the fact that the health of teachers is not so good as that of farmers, mechanics, and other out-door laborers. This is true, and it is equally true of merchants, bankers, and other in-door laborers. Additional, the ill health of many teachers, as that of others, is not chargeable to the calling, but to ignorance or inattention.

4. *Small Honor.*—It is held that the teacher's calling does not bring high honors. As a rule this is true; but a calling should be sought for its usefulness and not for its honors. Measured by this rule teaching stands

among the first. He who seeks the shouts of praise, the flourish of trumpet and banner, must look elsewhere than to the calling of the teacher; but he who seeks to do good, in a quiet and noiseless way, honoring God and blessing his fellows, can with safety choose the teacher's calling.

In our next we will look at some of the arguments in the affirmative of this question.

AN EXCURSION.

THE Delaware & Hudson Canal Company, one of the oldest and soundest corporations in the country, has until quite recently confined its operations exclusively to the transportation of anthracite coal from the Lackawanna Valley, by way of Honesdale, Pa., to New York. It has lately extended its field very largely, and instead of the single outlet it formerly possessed by its Canal to tide water on the North River, is controlling a system of Railroads that extend from Philadelphia, through Eastern Pennsylvania, to Binghamton, Syracuse, Oswego, Albany, Saratoga, and by way of Lakes George and Champlain to Canada.

There is no line of road under one management that affords so grand scenery, and so many objects of interest to the tourist as that under the direction of this company. The Lehigh Valley with its endless line of Iron Works and striking mountains and gorges, Mauch Chunk, the beautiful and historical Wyoming Valley, Scranton, that marvel of growth and energy, the anthracite coal fields, the magnificent scenery of the Starucca, Saratoga, Lake George, these are all included in the route controlled by this Company, who are doing all that enterprise, invention and regard for the interest and pleasure of travelers can do, to make it the most pleasing and popular route in the country. They are the first to introduce the great improvement in heating cars by steam from the locomotive.

The character of C. H. Young, Esq., Gen'l Superintendent of the entire system of roads managed by this Company, is a guarantee that no pains will be spared to maintain the reputation it has possessed for enterprise ever since in 1827 it imported from England the first locomotive that ever landed on American soil.

Western teachers who desire to see as much as possible of Eastern scenery, will do well to take a trip over some parts of this road. Should it be desired, an excursion can be arranged to take place after the Teachers' Association at Elmira. It is not likely that general excursion tickets will be sold, but the writer has the promise of the Superintendent that if desired by a party, provision will be made for their accommodation. If those who propose visiting any of the points of interest on this route will send us their names, arrangements can perhaps be made to their advantage.

NATIONAL EDUCATIONAL ASSOCIATION.

STATE HOUSE, NEW HAVEN, CONN.,
JUNE 7th, 1873.

THE Thirteenth Annual Meeting of the National Educational Association will be held in Elmira, New York, on the 5th, 6th, and 7th days of August, 1873. Free return tickets are given on the Erie and other railroads centering in Elmira. A cordial invitation to hold the meeting in that city has been received, signed by the Mayor and Aldermen, and sixty-five prominent citizens, including Judges, Editors, Presidents of Banks, Clergymen, Lawyers, and the officers of Elmira College. A warmer welcome was never promised to the Association. No effort will be spared to render this meeting interesting and profitable. A large attendance is anticipated.

The morning and evening of each day will be occupied by the General Association, and the afternoon by the four Departments.

The Exercises will begin at 10 o'clock, Tuesday, A. M. After very brief introductory exercises, the Association will proceed at once to business. No time can be spared for elocutionary or musical entertainments. To give time for the thorough discussion of the topics presented, the several papers introducing them should be short, not occupying more than twenty-five or thirty minutes.

As an Educational Conference, this meeting should invite a comparison of views by representative men from all parts of the country. To this end the discussions should be a prominent as well as attractive part of the exercises. The need of condensation and brevity is earnestly commended to all who take part in the proceedings.

GENERAL ASSOCIATION.

1. "Ought the Chinese and Japanese Indemnities to be Refunded Unconditionally, or Devoted to Specific Educational Purposes?" In the discussion of the question, Mr. Chin Laisun, of Shanghai, will speak of the New Educational Movements of China, and Prof. E. H. House, of the Imperial College of Tokyo (Yedo), on "The New Educational Plans of Japan."
2. "Upper Schools," by Dr. James McCosh, President of the College of New Jersey. Discussion opened by Samuel Fallows, Superintendent of the Schools of Wisconsin.
3. "How much Culture shall be imparted in our Free Schools?" by Richard Edwards, President of the Normal University of Illinois. Discussion opened by J. P. Wickersham, Superintendent of Schools of Pennsylvania.
4. "Should American Youth be Educated Abroad?" by M. H. Buckham, President of the University of Vermont. Discussion opened by H. B. Wilson, Superintendent of the Schools of Minnesota.
5. "Education in the Southern States," by Hon. J. C. Gibbs, State Superintendent of Schools, Florida. Discussion opened by E. H. Fairchild, President of Berea College, Kentucky.
6. "Co-Education of the Sexes," by President White, of Cornell University.
7. "The Relation of the General Government to Education," by Prof. G. W. Atherton, Rutgers College, N. J. Discussion opened by John Hancock, Superintendent of Schools, Cincinnati.
8. "Educational Features of the Vienna Exposition," by Prof. J. W. Hoyt, of Wisconsin.

NORMAL DEPARTMENT.

A. G. BOYDEN, Bridgewater, Mass., President.

"The Duties and Dangers of Normal Schools." Richard Edwards, President State Normal University, Illinois.

"Elementary and Scientific Knowledge." John W. Dickinson, Principal State Normal School, Westfield, Mass.

"Training Schools—their Place in Normal School Work." Miss Delia A. Lathrop, Principal Training School, Cincinnati.

A paper on "The Relative Contribution of Scholarship and Methods to the Power of the Teacher," by Henry B. Buckham, Principal State Normal School, Buffalo, N. Y.

The following questions are also presented for discussion:

"To what Extent and in what Ways ought a Normal School to Conform its Plans to the wants of the Region in which it is Located?"

"What should the Normal School aim to accomplish in the teaching of Natural Science?"

DEPARTMENT OF HIGHER INSTRUCTION.

J. D. RUNKLE, Boston, President.

1. "National University;" by Charles W. Eliot, President of Harvard University.

2. "Study of the Classics;" by Prof. Edward S. Joynes, of the Washington and Lee University, Virginia.

3. "A Liberal Education for the Nineteenth Century;" by Prof. W. P. Atkinson, of the Institute of Technology, Boston.

DEPARTMENT OF ELEMENTARY SCHOOLS.

N. A. Calkins, New York, President.

Two papers on "Elementary Reading." 1. "Thought and Sentence Method;" by G. L. Farnham, Superintendent Public Schools, Binghamton, New York.

2. "Phonetic Method with Pronouncing Orthography, in its relations to other Methods;" by Dr. Edwin Leigh.

Discussion of the subject to follow the last paper.

3. "Arithmetic—Principle and Methods of Illustration;" by M. McVicar, Principal of the State Normal Training School, Potsdam, N. Y.

4. "How may the Elementary School Instruction be made most useful to the future citizen?" by H. F. Harrington, Superintendent of Schools, New Bedford, Mass.

5. "What number of school hours, daily, is most profitable for children under ten years of age?" by Andrew J. Rickoff, Superintendent of Schools, Cleveland, Ohio.

QUESTION FOR DISCUSSION.

"How may pupils in Elementary Schools be trained to speak and write out language correctly?"

DEPARTMENT OF SUPERINTENDENCE.

W. T. HARRIS, St. Louis, President.

1. "A Paper on Western University Education." By Wm. G. Eliot, Chancellor of Washington University.

2. A Paper on the "Work of the City Superintendent." By Duane Doty, Superintendent of Public Schools, Detroit, Michigan.

3. A Paper on "School House Plans." By A. J. Rickoff, Superintendent of Schools, Cleveland, Ohio.

4. A Paper on "Leigh's Method of Teaching Reading." By Wm. M. Bryant, Superintendent of Schools, Burlington, Iowa.

5. A paper on "The Relation between School Boards and Superintendents," by J. H. Binford, Superintendent of Schools, Richmond, Va.

The following subjects also are presented for discussion:

1. Natural Science in District Schools.
2. The Departmental Method below the High School.
3. Shorter School Sessions, and for Cities the Method of Utilizing Accommodations by Double Daily Sessions, with Change of Pupils and Teachers.
4. Division of High School Work into several Courses of Study.
5. The Abolition of Corporal Punishment in Public Schools.
6. Classification and Grading in Common Schools.
7. Supervision by Special Teachers—Writing, Drawing, Music, Reading, etc.

The hotels reduce their rates to members of the Association about one dollar a day, as follows: at Rathbun House, \$3.00 per day; Frazer, Delevan, and Hathaway, each \$2.50; the Lyon House, \$2.00.

S. H. WHITE,
Secretary.

BIRDSEY GRANT NORTHRUP,
President.

PERIODICALS IN THE SCHOOL ROOM.

IN the loud call for lessons in natural science adapted to the use of primary and intermediate schools, we are in great danger of neglecting the "three R's" to which our fathers devoted the most of the time in the common school.

A large per cent. of the children who enter the primary school do not pass through the grammar school; and these are the very children who, if they learn to read at all, must learn in school, for they get no help at home.

A person not familiar with schools would be surprised to learn how few of those who enter the grammar school can read any book but their "reader" intelligently. Those who learn to read in the grammar school, learn quite as much by reading the different text-books which they go through, as by the special instruction in reading which they receive. Those who know how to read well on entering the grammar school, have learned at home much more than they have at school. In most primary schools there is only time enough for each pupil to read one or two short paragraphs each day, and if every pupil pays the closest attention when "it is not his turn," the series of books which is read through does not give practice enough to enable him to call words with facility.

The only way any person ever learned to read was by reading, and those children who do not read at home do not get practice enough at school. Go into almost any school, where the pupils are from eight to ten years of age, and give them a short and simple sentence to write, and you will be surprised to find how few can write it even decently. Some will put capital letters in the middle of a word, others begin every word with a capital, and nearly all will write the pronoun I with a small letter. An exhibition of the letters of business men all over the country would be conclusive evidence that children do not learn to read and write in the public school.

These pupils who would fail to write a simple sentence, would astonish the uninitiated by their exercises in vocal gymnastics, or if object teaching had been made a specialty, by the questions they could ask and answer about the "object" under consideration. All this is well, if the foundation of all education has not been neglected to secure it.

Children should at least acquire the mechanical process of reading in the primary school: as much else as possible, but *that* at all events.

Teachers cannot do all that is necessary to bring about a reform in this respect, but they can do something.

Some, who have superior executive ability, make much of the time they have to devote to reading, and by calling on each pupil to read one word in turn, by requiring backward reading, or by encouraging the children to find some story in another book (lending books to those who have none at home) to read to the class, do a great deal to incite a love for reading. School officials seem, for the most part, to have forgotten that reading and writing must be *learned*, and so do not give the matter sufficient attention.

Then, too, if time enough is spent to really learn reading and writing, the school makes no more show in reading than it would if the pupils learned to read only the school reader.

In these days when show is so often preferred to substance, is there not some danger that our schools will spend more time on what will create a sensation on the public days, than on what will be of most service to the pupils in after life?

It is cheering to hear occasionally of a primary school that has a copy of *The Nursery*, or some other periodical devoted to the little ones, supplied for every child. It is safe to say that the pupils having *The Nursery* read more in a week than they would in a term without it.

If the teacher read a story to them, each child reads the same at the first opportunity, thereby learning how to read all unconsciously.

Periodicals put into the school room would help very much in securing good order and interest in the hands of a judicious teacher.

In the intermediate school they would serve as rewards for, and incentives to, close application, if, after a lesson is prepared, the pupils were allowed to read till the class is called. Many bright pupils acquire the habit of "dawdling" in the school room. Their lessons do not take all the time, yet they must sit in the school room till all are recited. If it were possible to keep the attention of a child fixed on the subject of a lesson a longer or shorter time, according to his age and ability, and then to dismiss the subject and the child, it would be more productive of good than the system of study in our schools to-day can be. Close attention for a time, and then a change to reading that entertains the reader, will help to form habits of application.

A good newspaper in all schools where the pupils could read it, might prepare them to take an intelligent interest in the duties which they will be called upon to perform as citizens. Many cultivated men and women in our land to-day would acknowledge their indebtedness to the newspaper they read in childhood and youth for

an important part of their education. Cannot the lack of this means of education in the homes of so many children be, in some manner, supplied in our public schools?

M. W. B.

OUR TEACHERS' BUREAU.

Those desiring teachers are requested to state—

- 1st, Salary paid per month;
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- 3d, Qualifications required.

Teachers desiring positions will also state—

- 1st, Their age;
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We charge each applicant for a position, and each person applying for a teacher, the sum of *two dollars in advance*, for inserting their application.

TEACHERS WANTING SITUATIONS.

230. Two Southern ladies desire positions in a good school; one is a fine musician and superior vocalist, the other can teach higher English branches, prefer being together.

231. A gentleman with eight years experience, desires the Superintendency of a city school; can teach higher English branches, mathematics and languages. Salary \$1,800 per year.

232. A lady who has had six years experience, desires a position as teacher of the English branches and German, good references, salary \$60.00 per month.

233. A gentleman well qualified, wishes a position as teacher of Geology and the Natural Sciences.

234. A lady, fully competent, and with twelve years experience, desires a position in a good School. Best references.

235. A graduate of Dartmouth College, New Hampshire, well recommended, wants a position in a good school, at a salary of not less than \$1,000 per year.

236. A graduate of Union College, New York, who has several years experience, wants a position as principal of a high school. His wife (a graduate of Rushford Normal School, New York,) would assist, or teach in the Grammar department of same School.

237. By a young lady, as teacher of the English branches, in country school. Good references.

238. A gentleman of ten years' experience in union graded schools, desires a position as Principal of a good union school. Salary \$15.00 per year. Can give the best references.

239. Position wanted by a lady to teach the French and English languages. Best of references furnished.

EDUCATIONAL DOCUMENTS.

We determined, some time since, to issue a series of "tracts," or Documents, in cheap form, in conformity with the earnest solicitation of many of the leading educators from different parts of the country, which should embody some of the most practical ideas, and the freshest thought and expression of the age on this subject. These Documents are for circulation among the people, so that they may be better informed, not only of the work done by the teacher, but of the *necessity* of this work. Teachers and school officers have found them to be profitable and interesting reading, and orders have been received for them from almost every State in the Union.

So far, fourteen of these separate tracts have been issued. Massachusetts and Texas order them by the thousand; Colorado and Maine send for them. They cost \$5.00 per hundred, or ten cents for single copies. (Send postage.)

The "Popular Educational Documents" issued thus far, cover the following interesting and practical topics:

No. 1. WHAT SHALL WE STUDY? By Wm. T. Harris, Superintendent Public Schools of St. Louis.

No. 2. THE THEORY OF AMERICAN EDUCATION. By Wm. T. Harris, Superintendent of Public Schools of St. Louis.

No. 3. HOW NOT TO DO IT; Illustrated in the Art of Questioning. By Anna C. Brackett, Principal Normal School, St. Louis.

No. 4. WOMEN AS TEACHERS. By Grace C. Bibb.

No. 5. AN ORATION, on the Occasion of Laying the Corner-Stone of the Normal School at Warrensburg, Johnson county, Mo. By Thomas E. Garrett, Editor *Missouri Republican*, and M. W. Grand Master of Masons of Missouri.

No. 6. HOW TO TEACH GEOGRAPHY. By Mrs. Mary Howe Smith. Read before the National Teachers' Association.

No. 7. HOW TO TEACH NATURAL SCIENCE IN THE DISTRICT SCHOOLS. By Wm. T. Harris.

No. 8. THE EARLY WITHDRAWAL OF PUPILS FROM SCHOOL—ITS CAUSES AND ITS REMEDIES. An Essay read by William T. Harris, at the National Educational Association, in Boston.

No. 9. THE RIGHT AND THE POWER OF THE STATE TO TAX THE PROPERTY OF THE STATE TO MAINTAIN PUBLIC SCHOOLS. By Hon. H. C. Brockmeyer.

No. 10. HOW FAR MAY THE STATE PROVIDE FOR THE EDUCATION OF HER CHILDREN AT PUBLIC COST? An Essay, by Wm. T. Harris, before the National Educational Association, at St. Louis.

No. 11. MODEL REVIEW EXERCISE IN ARITHMETIC.

No. 12. WOMAN'S WORK AND EDUCATION IN AMERICA. An Essay, by W. G. Eliot, D.D. Read before the State Teachers' Association.

No. 13. SYNOPSIS OF COURSE OF STUDY IN THE DISTRICT SCHOOLS. By Wm. T. Harris.

No. 14. SYLLABUS OF LESSONS IN NATURAL SCIENCE. By Wm. T. Harris.

For sale at the office of the *American Journal of Education*. Send stamps to prepay postage.

WANTED.

WANTED, a teacher of vocal music. Wanted, one for every town and village. Wanted, one for every school-room in the country. Not a "professor of music," but a teacher of music; said teacher to be the same identical man and woman that now has charge of these rooms, and is, we doubt not, very successfully teaching reading, geography, arithmetic, etc. "But I cannot teach singing," says one. "I scarcely sing at all, and know very little about music. I should neither know where to begin nor how to go on." How did you manage with that class of beginners in reading and arithmetic? Did you try to teach the whole alphabet at once? Did you compel your class to commit to memory the various marks and signs used in reading, and then did you read pretty stories to them?

Did you in arithmetic make all the figures, with the signs for addition, subtraction, etc., and then ask your class to repeat, after you, certain operations in numbers?

Then you surely will not go to work in this way to teach singing. The principles that underlie all teaching are the same. To talk about the staff, clef, notes, rests, sharps, flats, dim., cres., etc., is not teaching music any more than explaining the anatomy of the legs and feet is dancing.

How then shall I teach? Just as you did reading and arithmetic. You first taught your class to utter a few simple sounds, and then gave them the signs (letters) for those sounds. Then you framed a sentence for them, as "Is it an ax?" Gradually adding sounds, letters, and words, you have taken them through the primer, and several readers, until they can now read any ordinary book. So in arithmetic; beginning with counting fingers and marbles, you have gradually led them along until very difficult operations are easily performed. No one, in his senses, would teach the sign for addition before the thing itself was learned. To learn the rule first and then to do the example is putting the cart before the horse. In other words, always create the necessity for a sign or rule first. Dr. Lowell Mason, who was the first to adapt the teachings of Pestalozzi to music, used to give this as the sum and substance of all good teaching. *The thing before the sign.* How shall I teach singing? Just as you do every other branch. In my next I will endeavor to give some specific directions.

H. M. BUTLER.

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New Bedford, Mass.	Jacksonville, "	Fort Wayne, "
Cincinnati, Ohio.	Decatur, "	Madison, Wisconsin.
St. Paul, Minnesota.	Joliet, "	La Crosse, "
Minneapolis, "	Leavenworth, Kansas.	Davenport, Iowa.

They are also used, in part, in thirty-four other towns and cities, and in Normal and Private Schools, of which the following are a few:

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Providence, R. I.	Lafayette, "	Des Moines, Iowa.
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etc., etc., etc.

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AMERICAN Journal of Education.

J. B. MERWIN.....Editor

ST. LOUIS, JUNE AND JULY, 1873.

WILL IT PAY?

DOES it pay to educate the people? Shall we get back the cost? This is the question of the day put into its shortest form. In other words, the problem stands thus: It takes a certain amount of hard honest thinking to do the work of the world. We cannot cheat nature. "An eye for an eye and a tooth for a tooth" is her motto. We hang a small weight on the long arm of a lever and chuckle with satisfaction to see the heavy weight on the other end rise. And in our delight at outwitting gravity we do not notice the very small distance moved once by our great weight as the immense are described by our power. We cheat ourselves only. We put the execution of our plans into the hands of an ignorant unthinking set of laborers, and sit back in our easy chairs serenely smoking, and congratulating ourselves on our escape from toil. And we find ourselves worn out with vexations and annoyances, our material is wasted, our directions misunderstood, our plans "gang agley;" the more seeming help we have, the more weary we grow, and the more utterly unable we are to foresee or prevent the absurd escapades from our carefully arranged regulations. In despair we find ourselves forced to perform the work from which we had cheerfully assured ourselves that we are the small power at the large end, and it is only by the most absurdly disproportionate exertions that we can succeed in starting the big weight at the other end and moving the beam at all. We spend our energy on that which profiteth not, and are only conscious all the time that we are converting our gold of rational thought into dirty paper.

We need only appeal to the employers in all lines of business to be answered that we have spoken the truth.

Now is it not plain that the only remedy for the trouble is to convert the paper into gold, that is, to educate the laboring classes into intelligence. Till we do, we must pay the penalty. The rich man leaves the streets and alleys of the poorer section of the city uncleared, and builds his tenement houses without ventilation and the malaria from the alleys and the fever poison from the over crowded tenement houses enters his own palace windows, and feeds on the life of his own children. This is

no more true in the physical, than in the mental world. The rich man grudges, refuses money to the public schools, cuts the teachers' salaries so low that no teacher worthy of the name will stay with him, and he dies in an insane asylum or drops in the street struck with apoplexy, or gradually becomes an idiot, as his over-worked brain returns before his death to primitive chaos.

We must have thoroughly educated laborers; this is what the death-columns in our papers every day says. Can we not intelligently accept their warning; or shall we still persist in using up our gold for worthless paper.

WOMEN AS SCHOOL OFFICERS.

THE late Legislature of the State of Illinois passed an act by which women, single or married, were declared eligible for school officers. In connection with this important change in what has been regarded as the fundamental law of the land, but which has received its upheaval, like some other vested rights of the past, we notice in the Springfield papers a request, signed by prominent citizens, asking Miss M. E. Lewis to become a candidate, at the approaching fall election, for the position of County Superintendent of Schools. The lady has given an affirmative answer, so that Sangamon county proposes to inaugurate the new departure by electing a female to that responsible position.

Upon a calm survey of the matter, we know of no valid objection why the incumbent should not be a woman. In fact, several reasons occur to our mind on account of which she may be competent to fill the place.

The principal duties devolving upon a County Superintendent consist in receiving and disbursing school moneys, the examination of teachers for certificates, and the visitation of schools. The first requires some business ability, which a female may possess in as high a degree as a man. A large body of teachers in our schools being females, it is particularly appropriate that they should deal with one of their own sex in passing upon their qualifications; they will feel more at home, have more confidence in undergoing the oral and written examination, and meet with heartfelt sympathy, in a field of labor so honorable and arduous as that of the teacher.

In the visitation and supervision of schools, the keen perceptions of a woman possessing intellectual abilities and moral training will readily discern defects, suggest remedies, and award commendation, according to the necessities of the occasion. The increased facilities for travel remove all supposed hardship upon the physi-

cal frame. Many women are compelled to endure greater physical labors than will fall to the lot of Miss Lewis, or any other lady, in assuming the duties of Superintendent, in making her yearly visits to the schools.

In the change proposed we fail to perceive anything contrary to good morals or the proprieties of life. We hope the example set by the citizens of the capital county of Illinois will be followed by the voters of other counties in that and other States, so that the experiment of having women as school officers may be fairly tested.

CHILDREN'S RIGHTS.

"ACCORDING to the last census there are in the United States five millions of children, of school age, who never attend school."

Children come into the world with certain rights which society is bound to respect. Besides the traditional claim to life, liberty, and the pursuit of happiness, there is a recognition now of the right to the best means of perpetuating or attaining these, in the best knowledge, the most useful instruction which can be given to the child.

This is a matter of self-preservation for a republic, for it is on the intelligence of the many, rather than the wisdom of the few, that it must place its dependence. Ignorance can support no form of government higher than the patriarchal, of which the tribe with its chieftain is the simplest type, and the empire with its arbitrary ruler the most magnificent.

But we have passed the patriarchal rule; even the father has no longer, as in the old Roman days, absolute control over the life of his child. The State steps in and protects the future citizen.

Just as much right has she to protect his moral and intellectual life. It is of far greater value to her than his mere physical existence, or power to wield a weapon in her behalf. The day has passed when it was necessary for the State to bring up every male child to the profession of arms; the day has come when she needs to arm every child with the best culture and the best morals that the most intelligent thought of the age can give.

No more than Sparta could afford to have a weak or diseased child grow to manhood or womanhood, can our own country afford to have diseased or weakened minds among those that shall control her future destinies.

It would be idle to argue that culture in pure knowledge and the useful arts improves the mind and disposes it to morality and good citizenship. Even the habit of learning

the self-control and steady attention, are in themselves a benefit.

We may admit all that can be said of scoundrels generally—forgers, for example, as a representative class, using the knowledge they have gained to the detriment of society. Yet we know it was not knowledge that injured them. The evil would have shown itself in other directions had they not known how to write, and though knowledge may increase power for evil ten-fold, it strengthens the power for good a hundred-fold. It is a blunder, which is worse than a crime, for any town to be without ample school accommodation for all her children, and not less for her to take in charge of the young Arabs who infest her streets and alleys; those who are the idlers and vagabonds of the present, and the worst criminals of the future; those who have no home influence to help to keep them in the public schools, who are the truants, and finally the expelled ones, or those who never enter the schools. For them, at least, education should be made compulsory.

A truant or an industrial school should receive these young vagabonds, and develop a majority of them into useful citizens, instead of allowing the streets to train them for outlaws and criminals.

No duty could be more apparent and undeniable. If the State gives the ballot, she is bound to confer also the knowledge and good training which will make it beneficial, otherwise she is only arming her citizens against herself—providing her Saxon Modocs with fire-arms of the most approved pattern.

ALL ONE WAY.

IF you take the Sunday down-town cars for the Brooklyn ferry, "said a New York friend to us the other day, 'you can distinguish almost certainly those of the passengers who are on their way to Beecher's church. They have a certain alertness and briskness about them. They step in with a very positive manner, and ride with an air of business, and go their rapid way when the ferry boat touches the pier as if they had a very definite aim.' The observation seemed to us noteworthy, and being sure that our friend was a shrewd observer (he has been for many years an editor), we accepted his statement as trustworthy, and fell to reasoning on the cause of the phenomenon. Nothing is more true than that like produces like. An acorn will by no dint of persuasion produce a maple tree, nor can a maple be induced to bear acorns. Enthusiasm and vigorous interest in any subject can never be produced in hearers by a speaker whose words do not vibrate, even to their furthest prefixes and

suffixes with the vigorous life of him who gives them utterance—and it is not a life which spends its energies in many disconnected directions that has the vivifying force—as the multitudinous streams from far off springs in the Rocky Mountains and the Alleghanies and from the slope in upper Minnesota are drawn irresistibly down and into the one great current, which, is strong and steady. So every influence and event which comes to one of these strong lines is sucked in to the one current of thought and made to augment its force and to deepen its one channel. Nothing is more noticeable than this with those whose lives are of any value to the world, those who are not included in the number that move on only by the friction of the others who pass them. They may seem sometimes to be off duty—but in reality they are never so—on a vacation away from home and the belongings of work, it makes no difference. Every incident, even the most trivial, every object seen, even that which seems farthest removed from their line of thought, every story told them, is made in some way to work new material into the web of their work, all are laid away in a safe corner of the brain and are sure to come forth when needed. In fact the thought of such workers does not move in a line at all; and it is hardly proper to speak of any special line of thought as theirs. Their life moves forward by surface, not in any one line, and sweeps in the whole universe to subserve its purpose. Such are the men and women in whose shadows even, as they pass through the street, there is healing influence as in the shadow of Peter of old. Such are the lawyers who win their cases, the statesmen who tide their country over dangerous shallows, the teachers who carry their pupils with them into realities, the clergymen who sway millions of lives; such are the men and women on whose shoulders, as on those of the fabled Atlas, the world stands. That this is the conscious way of life of the Plymouth Church minister we found a curious proof the other day in his own words, and they will make more clear what we have been endeavoring to say. We quote them. "I sit, says Mr. Beecher, in a barber-shop, with my feet up, and my head in the hands of the barber, while he manipulates my hair; and I hear two, three, or four men talking; and I am in a sort of happy state; and all at once something they say is like fire on a heap of powder. Like a spark of electricity, it flashes upon my mind; a subject opens up to me; and I say, 'Goodness! that is what I will preach on next Sunday morning.' Quicker than lightning, I take in the whole range of that subject, with its multitudinous

ramifications. I see how this and that truth should be presented; my whole congregation rises up before me; fifty applications occur to my mind; and I am hungry to get at the work."

These words exactly express the truth of the whole matter, and as Mr. Beecher elsewhere says. "I do not think a man could run a locomotive engine, paint pictures, keep school, and preach on Sundays to any very great edification. A man who is going to be a successful preacher should make his whole life run toward the pulpit." We must all rest at some time but nevertheless we shall never accomplish anything unless we even then make our whole lives run towards our one mark.

RULES FOR STUDY.

1. Take a deep interest in what you study.
2. Give your entire attention to the subject.
3. Read carefully *once*, but think often.
4. Master each step as you go.
5. Think vigorously, clearly, and connectedly.
6. Let study, recreation, and rest be duly *mixed*.
7. Study systematically, both as to time and method.
8. Apply what you learn.

The student will do well to keep these rules before him until their observance becomes a life habit. Right habits of study are vastly more important than the knowledge acquired. *How to learn*, is the important lesson to be mastered by the young.

Teachers may safely place these rules over their desks, and train their pupils into the habits of observing them; school life will then mean more than the mere knowledge of a few branches—it will fit for real life.

PRANG'S NATURAL HISTORY CHROMOS.

PRANG, whose name is familiar in all our American homes since he introduced himself so pleasantly a few years since through his charming chromos, is now winning fresh laurels by a series of natural history pictures, drawn and colored to the life, for use in our public schools.

We take sincere pleasure in calling attention to this series which consists of a collection of cards, each set representing an order in natural history. Take, for instance, "The Waders." A striking and familiar instance of the birds of this class is given in a large card of a bird admirably drawn by a careful artist, and beautifully colored in chromo. With this are a dozen small colored cards, representing the various classes of waders. Then a circular in this package of cards contains questions which the teacher is to put to the children to obtain from them

the differences and resemblances in this family of birds, and then the differences from other families. A similar arrangement is made of plants; they are divided by their methods of growth, or their leaves, or some other natural feature, and each pupil must find out for himself the resemblances and differences. The chromo pictures of flowers and leaves are surprisingly good. In fact, it is remarkable that Mr. Prang has been able to present such beautiful work at so moderate a cost. These colored cards contain a gallery of nature, and the youngest teacher or parent can teach natural science with no appreciable difficulty. The analysis of each order, and the questions which should lead the child to observe, are simply and clearly given in the printed circulars accompanying each package. It is obvious that this series can be extended without limit, and very refined scientific instruction can be given in this simple "object method," even on difficult topics.

We quote from the "Plan of Instruction, the following excellent remarks by Prof. Calkins:

Those who live in cities have but few opportunities for observing a sufficient number and variety of animals or of plants, to enable them to make the necessary comparisons, to learn how to group them into families or classes. Even those who reside in the country fail to notice one half of the peculiarities of the animals and plants which they see every day, though they would observe had they been properly trained before they were ten years of age. What proportion of the inhabitants of any town know whether the most common animals that chew their cuds have front teeth on their upper jaw? How many people have observed whether these same cud-chewing animals get up on their fore feet or their hind feet first? How many can tell whether those animals which hunt others, and feed on their flesh, possess ears that differ in shape, and in the position on the head, from those that feed upon vegetable substances? How many children know why rats, mice, and squirrels are able to crack nuts easily; and why cats, dogs, and sheep cannot eat them? How many know that our most delicious fruits and berries belong to the same family as that beautiful flower—the Rose? How many know that the onion, the garlic, and asparagus are family relatives to the beautiful lily of the valley? Do persons living in the country, even, usually notice whether the vines of hops, beans, and other twining plants wind around their supporters in the same way, or even whether the vines of the same kind of plant always wind in the same direction? Children may be trained to notice all these things, and hundreds of other interesting facts, and thus acquire habits of careful observation, which will become invaluable to them in after years. All this can be accomplished without interfering, in the least, with their progress in any of the important studies now pursued in school. Indeed, the habit of self-acquisition in knowledge, which this training to observe nature will give, would materially aid their progress in other subjects. But beyond and better than all else, children become ennobled

in their tastes by studying nature. The careful observation of the beautiful forms, structures, and colors of plants and flowers will exert a refining influence on the minds of children. To watch the habits and observe the structure of animals will cause children to love them more, and treat them with greater kindness.

IT WILL DO IT.

WE should think every lady teacher in the United States would want to read for herself, and have others read, the very able and exhaustive article on "*Women as Teachers*," by Miss Grace C. Bibb.

It is a "document" of twelve pages, and we will send it to any address for ten cents. We believe that women who do an equal amount of work, and do it equally well, should be paid as much as men are paid for doing the same work. We rather think the circulation of Miss Bibb's essay will help bring about this "equal pay for work."

AN ABLE SPEECH.

IF there is still any lingering doubt in the mind of any teacher, school officer, or private citizen, as to "the right and the power of the State to tax the property of the State to maintain public schools," we think a careful reading of the speech of Hon. H. C. Brockmeyer will dispel all doubt, summarily. We consider this speech so able, and of so much importance, that we have issued it in the form of a "Document," and will mail it to any address for ten cents. We do not believe those interested in our public school system can do better than to circulate this document.

THE Fifth Annual Meeting of the AMERICAN PHILOLOGICAL ASSOCIATION will be held at Easton, Pa., the seat of Lafayette College, commencing on Tuesday, July 22d, at three o'clock in the afternoon. Persons wishing further information with reference to the meeting may address the Secretary of the Association, Prof. G. F. Comfort, Syracuse, N. Y., or the Secretary of the Local Committee, Prof. R. B. Youngman, Easton, Pa.

THE country papers are quite generally introducing an educational column into their pages, edited usually by the County Superintendent or some good teacher in their locality, and comprising local school news, selections, and occasional comments which are of special interest and value to all.

THERE is enough human nature about teachers to make it quite proper to class them with "other folks," after all the well-meant endeavors to talk them into machines of extra strength, and warranted to need winding up only once in seven days.

AN IMPORTANT LETTER.

To our Friends, the School Directors and Trustees :

GENTLEMEN—After an experience of over ten years in fitting up School-houses with School Desks, Blackboards, Outline Maps, Globes, etc., etc., we have found that most of our School Directors, with the best of intentions make *one* great mistake. If possible, we desire now, for the benefit of all parties interested, to make some suggestions by which this mistake may be avoided in the future.

School Desks, to seat the house, should be ordered as soon as the foundation for the building is laid.

By giving the order for the Desks thus early you will be sure to get them in time; and, as you do not have to pay for them until they are received and examined, no extra expense is involved by giving your order for desks early.

The mistake is made by neglecting to send in the order until the School-house is nearly or quite completed. We ought to have at least *sixty days*, notice, to enable us to get the desks to our customers on time.

There is such a rush of freight in the busy season, that our railroads and steamboats are over-crowded, and it frequently happens that School-desks which are needed for *immediate use* are left for days at the freight office of these lines of transportation in this city.

We remember a number of instances in past seasons where the goods were sent promptly; but, owing to the above causes, there was so much delay that pupils were obliged to stand in the school-room *for days*. The teacher hired commenced school—the pupils present—day after day passed and no desks came. Now, all this can be avoided by ordering the desks when the foundation of the building is laid.

It takes from \$75,000 to \$100,000, to keep up a stock of castings and wood-work for the variety of styles and sizes we make in our ordinary business.

We want to be able to ship all goods ordered *on demand* this year, if possible, but after about the 20th of July, each order is registered as it is received, and will be filled *in its turn*; so that, in order to avoid delay and disappointment, orders should be sent in promptly.

We clip from an *editorial* article in one of our contemporaries a few items bearing directly upon this point, so that our friends and customers may *know* what others say of our facilities, and also what is said of the *quality* of goods we manufacture. The article is entitled—

"SCHOOL FURNITURE AND OFFICE DESKS.—The Western Publishing and School Furnishing Company exhibited, at our State Fair, a full line of School Desks and Seats, Office Desks, Church Seats, Rustic Seats, and School Apparatus, upon which they took the following premiums: On SCHOOL DESKS, First Premium; on OFFICE DESKS, First Premium; on CHURCH SEATS, First Premium; on SCHOOL APPARATUS, First Premium, thus clearing the board and taking all the honors in their line.

"This display is worthy of especial notice, first because of the *intrinsic merit* of the articles exhibited, which the blue ribbon upon each denomination of their manufactures attests; and second, because of the extent and large proportions of the Company's business, creating an important line of manufacture in our city. What they claim for their manufactures is that they combine *cheapness with elegance, comfort and durability*.

"As to the merits of their Patent Gothic School Desk, we can do no better than quote the language of Wm. T. Harris, our worthy Superintendent of Public Schools. He said: 'They are substantial and beautiful, and by their peculiar construction secure perfect ease and comfort to the pupil, and at the same time they encourage that upright position so necessary to the health and proper physical development of the young.'

"The Western Publishing and School Furnishing Company have their Warehouse at Nos. 14 and 16 North Seventh Street, and their Office and Salesroom at Nos. 706, 708 and 710 Chestnut street, in the large and magnificent Polytechnic building. In securing this spacious and elegant Salesroom—some sixty feet square, and twenty feet from floor to ceiling—the Company have put themselves in a position to meet the growing wants of the vast region of country seeking their supplies of Church and School Seats and Office Desks in this market.

"They will be glad to show those who may call in person the goods, but especially invite all in want to correspond with them before purchasing elsewhere."

We hope Teachers, County Superintendents, Township Clerks, School Directors and others interested will call attention to the above, and if any further information is needed, it will be promptly and cheerfully given by addressing the WESTERN PUBLISHING AND SCHOOL FURNISHING CO., 706, 708 and 710 Chestnut street, St. Louis, Mo.

"FIRST CLASS" SCHOOL FURNITURE!

PATENT CURVED BACK GOTHIC DESKS

With Curved Slat Folding Seat, Foot-rests
and Braces.

The Best Desk for Schools now made

200,000 SOLD IN 1872.



N. B.—Five sizes are manufactured, either double (for two pupils), or single (for one pupil). Size 10, the smallest, is not shown by this cut.

Back Seats, the relation of which to the Desks, is shown by the above cut, are made to match each size of Desks.

In estimating the number of Desks that a room will contain, the subjoined table will be found convenient. Outside aisles should be three feet and inside ones two and a-half feet wide.

SINGLE DESKS				DOUBLE DESKS			
	Long.	Wide.		Long.	Wide.		Age accommodation.
No. 1, High School	24 inch.	by 33 inch.		24 inch.	by 33 inch.		15 to 20 years.
No. 2, Grammar	24 "	by 33 "		42 "	by 33 "		13 to 16 "
No. 3, 1st Intermediate	24 "	by 29 "		40 or 42 "	by 29 "		10 to 13 "
No. 4, 2d	18 or 21 "	by 27 "		36 inch.	by 27 "		8 to 11 "
No. 5, Primary	18 or 21 "	by 21 "		36 "	by 24 "		5 to 9 "

Rear seats to each size, single and double, one-half the above widths.

PRICES.			
Size	Desk	Double,	Single,
1	24 inch.	\$12.00	\$6.00
2	24 inch.	\$12.00	\$6.00
3	24 inch.	\$12.00	\$6.00
4	24 inch.	\$12.00	\$6.00
5	24 inch.	\$12.00	\$6.00
1	Back Seat	\$4.00	\$2.00
2	"	\$4.00	\$2.00
3	"	\$4.00	\$2.00
4	"	\$4.00	\$2.00
5	"	\$4.00	\$2.00

DISCOUNTS ON APPLICATION.

Special attention is called to the merits of the PATENT CURVED BACK GOTHIC DESK.

Its advantages over all others are—

- I. ITS CURVED BACK.
- II. ITS CURVED SLAT FOLDING SEAT.
- III. ITS NOISELESS HINGE.
- IV. ITS FOOT REST.
- V. ITS BRACES.
- VI. ITS PATENT NON-CORROSIVE INK-WELLS,

Which establish it as superior to all other Desks made.

THE PERFECTLY NOISELESS HINGE.

working upon a cam in rising, causes a gradual and silent binding. This hinge is provided with an indestructible Rubber Cushion inside, rendering the seat ELASTIC and NOISELESS. It folds the seat close to the back of the Desk, allowing free ingress and egress; facilitates sweeping, and renders class exercises by the scholars, in their seats, easy.

BRACES.

are original with, and peculiar to, this Desk. Their use is obvious. They extend to the floor, at the best angle to secure solidity and firmness; they accomplish it so thoroughly that the strongest person cannot shake the Desk, thus a pupil in one seat cannot disturb another by the roughest movement; this security is peculiarly desirable in writing. Aside from this advantage, a Desk thus braced will outlast any two others. When this desk was first made (five years since), we furnished the High School of St. Louis; to-day, after years of use, the seats are as firm as when first put up.

BRACES ARE OUR PATENT, AND CAN BE USED BY NO ONE ELSE.

CASTINGS.

FIRST QUALITY SCOTCH PIG AND LAKE SUPERIOR IRON.

They have, 1st, a very broad base and much larger feet than any others made, thus admitting a greater number of screws, and so insuring a greater stability upon the floor. 2d. A wide continuous flange for attachment to wood work, instead of the small separated lugs used by others. 3d. Such a construction as to admit the use of our new Patent Braces, making six instead of four feet. They are fully warranted; by actual test they have sustained a weight of over SIXTEEN HUNDRED pounds without injury.

WOODWORK.

Is made of thoroughly kiln-dried Ash, Walnut or Cherry lumber, highly finished.

ABOUT SHIPPING.

All Desks, except one with each order, are shipped in *knock-down*. This method secures low freight rates, and obviates all possibility of *breakage*. The Desk ready for use, and our printed directions, enables any one to put together the GOTHIC DESKS without trouble. No charge is made for packing and delivery at the Depot or Wharf; but in this city, and all screws, ink-wells, etc., to entirely complete the Desks, are included *without extra cost*.

For Price List and Circulars, address

Western Publishing & School Furnishing Co.

706, 708 & 710 CHESTNUT STREET,

SAINT LOUIS.

KIRKSVILLE, MO.

THE North Missouri Normal School, located at Kirksville, shows an attendance of 523 students for the last term.

Our readers will remember that Prof. Wm. T. Harris, Superintendent of the St. Louis Schools, after visiting and examining this school, last year, said that the work done was *solid, substantial* work; that the untiring energy and enthusiasm of the corps of teachers, led on by Prof. Baldwin, was the all-sufficient cause for results even greater than one could see at a first examination.

* * * The next ten years of such work will show fruits in the community that will repay a *thousand* fold the cost of establishing this Normal School.

Prof. Baldwin, in addition to his other duties, proposes to issue regularly hereafter a *Normal* edition of the *American Journal of Education*. In the July number of the *Normal* edition, Prof. Baldwin, in his salutatory, says:

"The editorial work proposed, is in the line of my daily work as an educator. Training teachers, now commanding all my time, has engaged my best efforts for a quarter of a century. The *Journal* promises a wider field of usefulness, which I gladly enter. The editor of the *American Journal of Education* kindly relieves me of the usual responsibilities of managing and publishing, which I could not assume.

"The *American Journal* is recognized as one of the best educational journals published, and as a power for good. During the past six years it has accomplished a great work in the Mississippi Valley. Its mission is to lay a broad, solid foundation in the hearts of the people for the best educational system the world has ever seen.

"The effort will ever be to render *The Normal Journal*—embracing the *American*—so excellent, that no teacher, student or family will be willing to be without it.

"The effort will be to give such detailed and practical lessons as will in some degree extend the benefits of the Normal School to all schools. Educational methods, educational progress, and educational news, will receive special attention. The aim will be to do everything possible to advance the cause of education. While the *Journal* is especially designed for teachers, students and school officers, to introduce it in every family will do more to elevate the standard of education, it is believed, than all other possible instrumentalities.

"The leading topics proposed for discussion are:

"1. The child as a physical, intellectual, and moral being, capable of being developed into a noble and useful manhood.

"2. Principles and methods of culture and teaching.

"3. Organization and management of schools of all grades.

"4. Better courses of study.

"5. Improvement of country schools.

"6. Rendering teachers' institutes more efficient.

"7. Perfecting our school system.

"8. Earnest co-operation of educators.

"9. Elevation of the profession of teaching.

"Earnestly soliciting further aid of educators, and a kindly reception, the first number of the *Normal American Journal* is sent on its mission."

SYNONYMS AS A CLASS EXERCISE.

WE visited the other day the Normal School of the State of Connecticut, and noticed, among other public exercises, one upon the "discriminations of synonyms."

Eight or ten pupils went to the boards, with their words already selected and their lessons prepared. The words, synonymous, as we call them, in number from two to six for each pupil, were written plainly on the board; then followed in turn the definitions or discriminations by the pupils, either *extempore* or *verbatim* as committed to memory. For example, take the two words *Jest* and *Joke*.

"One *jests* in order to make others laugh; one *jokes* to please himself. A *jest* is always at the expense of another, and is often ill-natured; a *joke* is a sportive sally designed to promote good humor without wounding the feelings of its object. *Jests* are, therefore, seldom harmless; *jokes* frequently allowable. The most serious subject may be degraded by being turned into a *jest*."—CRABB.

This was not one of the subjects taken on the occasion referred to, but may serve as an example. Two synonyms then defined were "News" and "Tidings," etc., etc.

We were impressed at once with the great importance of such exercises for the larger pupils of High and Normal Schools. No good teacher can fail to see some of the advantages of such studies and recitations as those on the different shades of meaning of words. First, such a recitation gives an excellent spelling exercise; second, a writing exercise; third, an exercise in oratory; fourth, it is one of the best possible means of discipline for the memory; fifth, and especially, such exercises give power of language to the scholar, as they aid

in the choice of words in their different shades of signification, and thus, as with the artist, the necessary varieties of color will be judiciously selected for the writer or speaker in his language-painting, an art inferior to none relating to education!

Very likely this synonym exercise is more common than we are aware in the higher schools; it certainly should become general.

To those who have not recourse to Dr. Trench on Words, or to "Crabbs' Synonyms," we take pleasure in saying that all the aid necessary for the use of teachers or pupils will be found in Webster's Unabridged Dictionary, a vast encyclopedia in itself. In the first part of this volume will be found a table of several hundred synonyms, all ready at hand for just such lessons as those to which we have referred.

INDEPENDENCE.

BY RICHARD RANDOLPH.

Where is the independent man? you ask;
Is not the thing a pure conceit—
A fiction with a fiction for its mask,
A falsehood in its winding-sheet?

Is not each man a member of the mass,
In all his works and all his gains?
So must not he to viler thraldom pass,
Who for the show of freedom strains?

Oh, yes! who struggles for the show shall live
And die a slave; for freedom's show
Freedom's reality alone can give,
Which loud pretenders cannot know.

For freedom in necessity is found,
As in the body hides the soul;
And as the farmer's labor in the ground,
Whose fruits acknowledge his control.

The freeman true may not depend on gold,
Nor yet on manners, nor on wit;
Except as Media which no fraud can mould
At will, by artful counterfeit.

Art may not sound the secrets of the will:
So may it not the method tell
By which the soul who scorns its tools, shall still
Subject them to its simple spell?

Strive we this nature, by the grace divine,
That hidden life to penetrate,
Where faith and hope and love serenely shine
In liberty regenerate!

SCHOOL RECORDS.

THE school law provides that each township and each sub-district shall be supplied by the County Superintendent with a system of School Records, Register's blanks, etc., etc., with a view to secure correctness and uniformity in the "Reports" made by the various officers connected with our excellent system of public schools. Great care should be exercised in purchasing these records, and only the *very best* should be bought.

The cost of a good set of records and registers will be saved many times over in the course of a year in the system it will insure in making out correct returns to the proper officers. Economy and correctness are the two essential elements to be looked after in the purchase of these books.

THE NEW POSTAGE LAW.

THE postage on the *American Journal of Education* will hereafter be one cent on each number, or twelve cents a year, payable quarterly in advance.

Not only subscribers, but exchanges will have to pay postage. If our subscribers choose to send us the money, we will cheerfully prepay the postage.

They must remit \$1.62 in each case where they wish us to prepay postage. The rates, payable quarterly, in advance, either at the mailing or the delivery office, are:

Daily.....	35 cents.
Six times a week.....	30 cents.
Tri-weeklies.....	15 cents.
Semi-weeklies.....	10 cents.
Weeklies.....	5 cents.
Semi-monthlies, not over 4 ozs.....	6 cents.
Monthlies, not over 4 ozs.....	3 cents.
Quarterlies, not over 4 ozs.....	1 cent.

Newspapers and circulars dropped into the office for local delivery must be prepaid at the rate of one cent for two ounces, and an additional rate for every additional two ounces or fraction thereof; and periodicals weighing more than two ounces are subject to two cents, pre-paid at all letter-carrying offices.

Postage on letters to all parts of the United States three cents per half ounce.

THE following persons have been appointed Regents of the Southeast Normal School: Jacob H. Burroughs, Geo. W. Farrar, Charles C. Rozier and T. J. O. Morrison.

THERE is nothing new under the sun. The fashions repeat themselves; care remains eternally the same, on the authority of all the novelists, though its forms of expression are different in these days, its principal manifestation being in the "serial" form; while the excellent Prof. Agassiz is trying to convince us that our much regretted friends, the ancient Greeks knew more about the structure of animals than we do. We always understood that they excelled us in architecture, and sculpture, and painting, and the Greek drama, and the fine arts generally, but we can't forgive this affair of the Selacians. We did flatter ourselves that in the matter of the natural sciences we were surpassed by none of the ancients. Now the illusion is dispelled by the Selacians, the Sharks, and the Skates through the medium of Prof. Agassiz.

THE time is coming when it will be recognized that to think with perfect honesty—that is, with perfect freedom—is not only a right, but a Christian duty; that to the truth-seeking spirit belongs the highest moral quality. When that is fully understood, exclusion from the church for opinion's sake will be unknown.

TEACHERS' INSTITUTES.

A Plan for their Improvement.

BY J. BALDWIN.

THE usual management of County Institutes is felt to be defective in the extreme. An agency designed to reach each teacher and to benefit each pupil, ought to be in the highest degree efficient. To make institutes thus efficient, ought to engage the earnest efforts of educators. As an humble contribution to this end, I submit the following plan. Having tested the plan many times, I present it with considerable confidence. If it stimulates teachers to form and execute better plans it will be an instrument of great good.

OBJECTS OF INSTITUTES.

1. To cultivate brotherhood among teachers.
2. To secure co-operation among educators.
3. To propagate good methods of teaching and of school management.
4. To render teachers more familiar with child-nature, and the methods and means of child-culture.
5. To create a deeper and wider educational interest.
6. To inspire teachers to make every possible effort to become more efficient.

I leave my fellow-teachers to expand each of these objects into an essay or a lecture.

The parties directly connected with the institute are the county superintendent, the institutor, the teachers, and the citizens where the institute is held. Their respective duties should be clearly defined.

DUTIES OF THE SUPERINTENDENT.

1. To select the most suitable place for holding the institute.
2. To arrange with the teachers and the State superintendent as to the time of holding the institute.
3. To give ample notice of the institute by a letter to each teacher, by printed programmes, and by frequent articles in the county papers.
4. To engage a competent institutor.
5. To assign duties to the teachers in accordance with the programme furnished by the institutor.
6. To secure boarding places for the teachers.
7. To see that the house in which the institute is held is furnished with all necessary blackboards and apparatus, and kept in a good condition.
8. To preside during the transaction of all business.

The county superintendency is the right arm of the public school system. The county superintendent only can do the work designated. For doing these things he will draw \$5 per day. In no way can he spend his time to

greater advantage than in working up good annual institutes. The superintendent ought to be held responsible for the success of the institute.

DUTIES OF THE INSTITUTOR.

1. To arrange a programme. This should be done several weeks previous to the institute. The institutes can make such changes as emergencies require.

2. To direct the institute work.

3. To lecture and conduct most of the leading exercises.

4. To preside, except during the transaction of business.

Conductor, principal, superintendent, are more euphonious; but institutor is more specific, and hence preferable. The institute work is a work by itself, and requires peculiar qualifications. Of a thousand good teachers scarcely ten will be found efficient in the institute. Time is precious. What to present, and how to present it, are considerations of the utmost importance. Home talent should be used. The teachers must ever take a prominent part, but a master workman should plan and direct all; one familiar with all phases of the educational problem, and who has made the institute work a specialty. The institute is not a convention, nor a literary exhibition. It is a temporary Normal school, and should be devoted to its distinctive work. Experience has shown that an institute is a necessity.

Prof. E. White, says: "We wished to bear testimony against the foolish idea that the work of an institute should be done by its members. An institute thus conducted is just about as efficient as a school in which the pupils successively act the teacher. An institute should bring to inexperienced teachers the ripest experience, the best methods, and the soundest views of the profession."

The institutor ought to be held responsible for the success of the institute.

DUTIES OF THE TEACHERS.

1. To be present from the opening to the closing of the institute.
2. To faithfully discharge all assigned duties.
3. To actively participate in each exercise.

4. To earnestly co-operate with the superintendent and the institutor in doing everything possible to make the institute a success.

The true teacher cheerfully discharges these duties. He realizes that the institute is to benefit him and his pupils. In view of his fearful responsibilities he does not dare to neglect or slight any one of these duties. He makes the institute a business, to which all else must yield.

The teachers of the county are always judged by the character of the

institute. They cannot afford to have a failure. Faithful teachers will ever be found at work in the institute. Hangers-on will ever be found shirking.

The teachers ought to be held responsible for the success of the institute.

DUTIES OF THE CITIZENS.

1. To welcome and encourage the teachers.

2. To entertain ladies free, and gentlemen at low rates.

3. To attend as much as possible, especially evening sessions.

A good institute is an incalculable benefit to the children of a county. To any community it is a great blessing. It will pay, even if all the members are entertained free.

The industrial status of a county is determined by the institute. Every consideration, pecuniary and educational, should prompt the citizens to do all in their power to secure the best annual institutes possible. To this end earnest co-operation with the superintendent and the teachers is a necessity.

The citizens ought to be held responsible for the success of the institute.

WORK OF THE INSTITUTE.

The day sessions should be devoted strictly to professional work. The following subjects are the most important:

1. Principles and Methods of Teaching the Common Branches, requiring about half the time.

2. School Organization and School Management, requiring about a fourth of the time.

3. The Mental Faculties, and Methods and Means of Culture, requiring about a fourth of the time.

The evening sessions should be devoted chiefly to semi-professional work.

1. Music, short speeches, and discussions.

2. Lectures, interesting and valuable to all.

3. A pleasant reunion may occupy one evening.

THE PROGRAMME.

Time—not less than five full days.

Principles—to be kept in view.

1. Make thorough work with a few subjects.

2. Provide for class drills, to illustrate and apply lectures.

3. Arrange a large amount of work for the teachers of the county.

4. So plan the work that each member will be kept interested and busy during the entire time.

5. In case of a failure the institutor must either discharge the duty or procure some one to do so. The programme must be strictly followed.

ONE DAY'S WORK.

8:30-8:55—Opening and business.
8:55-10:25—Primary reading and spelling.

5m—Essay by ———

5m—Essay by ———

30m—Lecture by the Institutor.

5m—Gymnastics by ———

10m—Class drill by ———

10m—Class drill by ———

25m—Questions and discussions.

10:25-10:35—Rest, and social culture.

10:35-12:05—Culture of Sense Perception.

5m—Essay by ———

5m—Essay by ———

40m—Lecture by the Institutor.

5m—Gymnastics by ———

10m—Lesson on color by ———

10m—Lesson on forms by ———

20m—Questions and Discussion.

1:45-2:00—Business.

2:00-3:30—Language and Grammar.

5m—Essay by ———

5m—Essay by ———

35m—Lecture by the Institutor.

5m—Gymnastics by ———

10m—Class drill by ———

10m—Class drill by ———

20m—Questions and Discussion.

3:30-3:45—Rest and Social Culture.

3:45-5:15—Class Management.

5m—Essay by ———

5m—Essay by ———

35m—Lecture by the Institutor.

5m—Gymnastics by ———

10m—Drill in Class Tactics by ———

10m—Drill in Class Tactics by ———

20m—Questions and Discussion.

7:00-8:00—Music, and 5m speeches by teachers and citizens.

8:00-9:00—Lecture by the Institutor, or other competent speakers. Subject—School and Family Government.

REMARKS.

1. Such a programme, in five days, will provide for twenty subjects, forty class drills, forty essays, and still leave ten hours for questions, discussions and short speeches.

2. Each subject will have one hour and a half; but the more important subjects will occur twice, thus receiving three hours.

3. Each teacher will have in his blank book a record for future use, of the important matters presented.

4. The young teacher will return to his school revolutionized, satisfied that there is no grander work than that of teaching.

ORGANIZATION.

1. Record the names and assign numbers.

2. Assign each member a seat, to be retained during the institute.

3. Require each member to have a blank book, paper and pencil.

4. Divide the members into sections.

5. Let the superintendent, as teachers come in, assign them to seats and sections.

6. All agree to be prompt, and not to communicate except through the institutor.

PLAN OF CONDUCTING EXERCISES.

1. Combine the lecture, the topic, the question, and the drill methods.

2. Give the outlines of the subject, but only elaborate one or two divisions.

3. Require all discussions to be brief and pointed. Eternal talkers are the bane of institutes, a disgrace to the profession, a nuisance to be abated at any cost.

4. Leave hair-splitting criticisms, irrelevant questions, knotty problems, difficult sentences, and all hobbies, to be disposed of during the week after the institute.

CONCLUSION.

An annual institute in each county, conducted somewhat on the plan suggested, would result in incalculable good. I earnestly invite the attention of county superintendents and teachers to these monotonous details. The time has come for a great onward movement in the educational work. To this end well-conducted institutes can be made a leading instrumentality.

EDUCATIONAL AND PERSONAL.

OREGON, Mo., will soon have completed a building for a graded school, at a cost of \$20,000. W. H. Drake has been continued as Principal, with an increased salary.

P. D. REED, of Colusa, California, writes that he has just closed a term of eight months, the minimum length of the school year in the Golden State. The average wages of teachers in country schools, is from \$75 to \$80. All teachers must pass an examination in rhetoric, algebra, physiology, and philosophy.

J. C. STEVENS has been very successful in the management of Knobnoster (Mo.) schools. He writes that the progress of education in Johnson county is all that could be desired.

J. N. MATLICK, of Visalia, Cal., has had an interesting school, averaging 250 pupils. Salary, \$1200. Likes California, but for a *special* reason would prefer to return to Missouri.

SELDEN STURGIS, of Woodland, Cal., has been re-elected Professor of Mathematics in Hesperian College. Salary, \$1200. He likes the California school system, and thinks we could copy some of its features with advantage.

O. P. Davis, of Clark City, Mo., has been very successful in conducting its High School.

NEW HAMPSHIRE is considering the propriety of establishing a School Journal next year.

NEVADA has just passed a law making education compulsory for all children between the ages of eight and fourteen.

The last paragraph recalls with a practical application, Professor Tyn-dall's "why don't they try it?" to those who told him that some members of the New York School Board were disputing as to whether super-heated steam would cause ignition. In the true scientific spirit the West does not

hesitate to try anything, whether it be super-heated steam, fancy bridges, woman's suffrage, or compulsory education. Michigan has a law to this effect, which, although not fully enforced is said to have the good effect of raising the average of attendance.

It seems to be forgotten in regard to the impulsive ones who make mistakes, and are most frequently the objects of lectures, that although they may do the wrong thing very often, yet, like other impulsive and rapid thinking people, they do the right one so many times while the slower ones are only thinking about it, that the wrong is over balanced. An occasional mistake is not so dangerous as inaction.

THE Board of Education of Victoria, British Columbia, are proposing to reduce the salaries of all unmarried teachers, evidently an ingenious tax upon bachelors and old maids.

AMONG the ninety-six applicants for a degree in the medical school of the University of Michigan, Miss Emma Call, daughter of A. A. Call, of Boston, carried off the palm.

THE death of Rev. W. H. McGuffey is announced. He is well known to teachers through his School Readers, which have done excellent service in their day.

TEACHERS may take a hint from those too ready writers who, having won reputation in certain veins, neither stop nor strike out in any new direction when the lode fails, but go on calmly writing themselves out, and exposing to the world the fact that they have already said the one good thing that they were born to say, and that all the rest is but an addition to the ocean of inanity and repetition with which the world is deluged. So if we have some special forte in teaching, or argument towards reformation, or favorite mode of punishment, we should take care that it does not grow wearisome and samely to others, even to the children, and so lose its hold. In other words, have enthusiasm enough to have hobbies in any direction you please, but cultivate the wisdom of knowing when to stop.

THERE is much wholesome pith, even if there be a flaw in the logic in the words of a person, wise at least in that direction. "Doing never made me sad in my life, but thinking has, many a time."

We shall find it truly the best remedy in the world to do, and not to think, when we are sad better to rub out the bad action with a good one if possible, than to waste time in fruitless regrets, or tears to wash it away. It is worry that weakens the power to achieve good results.

THE London School Board, which is composed of men and women distinguished in physical as well as social science, is now using its power to compel the attendance of children upon school. During the last quarter it placed more than thirteen thousand children in school by this means.

It is not surprising after this to find that we are to take a lesson from the wisdom of the old days when sewing was taught in school, and the little girls were pinned to the dress of the mistress if they failed to complete their task. Now, however, it is to be done on the improved plan which Boston would be sure to devise. The sewing is to be taught in regular grades, and in the higher, cutting and fitting are to be included. A sewing teacher will have charge of the whole department. The plan is an excellent one, and will doubtless have beneficial results.

WE sometimes find ourselves wishing that we could sift out the dull scholars and retain only the bright ones. It is not desirable after all that we should do that, or that we should make separate classes. Some of the dull ones will inevitably catch the fire of their brighter classmates, while the bright pupils are in many cases benefited by "making haste slowly."

THE *Headlight* of Moberly says "Our public schools under the excellent management of Prof. Saml. Powell have grown to be among the best in the country."

THE evil of having schools dependent in any way upon political or party influence is illustrated in the case of the San Francisco Normal, which has been in its teaching almost a failure, and done harm by the falsity of its pretensions, mainly through the power which the Legislature has had over the appointments. The mutations of party have been followed by changes in teachers, and often by the appointment of notoriously incompetent ones.

EXPERIMENT has almost put an end to discussion on the subject of co-educating the sexes. Universal testimony, and the strong proof afforded by our excellent High Schools all over the country, show that it is the right, the safe, and the natural way, that the boys are purer, the girls wiser when the association between them is frank, open, and admitted; yet, under the care and guardianship of their teachers.

THE fixed habit of cheerfulness will carry one with a clear face through every vicissitude. It will rob misfortune of its cruellest sting, create light in darkness, extract honey from poisonous flowers and from the very fountain of evil cause good to flow.

Catalogue of the North Missouri Normal School, shows an attendance of 523 students. Catalogues will be sent by return mail on receipt of postal card or letter, addressed "State Normal, Kirksville, Mo."

The Educational Year-Book, published by Wm. Wood & Co., New York, embodies considerable information, nothing we think, however upon careful examination but may be found in the official publications. Information in some instances is of a very general character. For example, in regard to Pennsylvania, we have the rather vague statement, that "uniformity in text-books extends to townships." Fuller and more definite information would be, that, by a law passed last year, it is made a criminal offense to change text-books inside of three years after their adoption by the proper school authorities.

Old and New.—E. E. Hale, says: "By the assent of all parties, *Old and New* has taken a new departure under the charge of an independent company, whose only object is to maintain a journal pledged to the free presentation of every subject in the way which will best 'level up' this nation. We do not pretend that our purpose is simply literary. We have duties far more important than the rounding of paragraphs or the balancing of epithets. First among these duties is to secure the cordial co-operation of the first men of the country in each line of research and of action. We cannot secure that co-operation unless such men know that this journal is broad and is free.

THE vote to issue bonds to build a school house in Mexico Mo. stood 241 in favor of bonds to 32 against bond. Good for Mexico.

To discover excellence is the best function of criticism. Culture will not make a clever man a good critic unless he have the gift of admiration.

Summer Jaunts.

THE ILLINOIS CENTRAL (*Chicago Through Line*) has Fifty-one (51) Summer Excursion routes on its list for reduced rates. Round trip tickets for sale at St. Louis. They are as follows:

To Milwaukee, Wis.,	7	Routes.
To Baraboo, Wis.,	1	"
To Oconomowoc, Wis.,	1	"
To Green Bay, Wis.,	1	"
To Ripon, Wis.,	1	"
To Duluth, Minn.,	16	"
To Boston, Mass.,	3	"
To Madison, Wis.,	2	"
To Waukesha, Wis.,	1	"
To Grand Haven, Mich.,	1	"
To Green Lake, Wis.,	2	"
To St. Paul, Minn.,	12	"
To Marquette, Mich.,	1	"

Call on or send to JNO. BENTLEY, Ticket Agent, 102 North Fourth Street, opposite the Planter's House, and get, free, the Great Central Route Book, (72 pages,) and the International Tourist's Guide, (80 pages,) which give full particulars. These routes all pass over the celebrated VANDALIA LINE and the ILLINOIS CENTRAL R. R., which form the favorite route to Chicago and the East.

BOOK NOTICES.

SANTO DOMINGO, PAST AND PRESENT; With a Glance at Hayti. By Samuel Hazard. New York: Harper & Bros., Publishers. 1873. For sale by Jansen, McClurg & Co., Chicago.

The poetic ideal dwelling place of mankind is generally a garden where vegetable productions flourish luxuriantly without assistance from human labors; where the climate is so delightful that no artificial shelter is needed. From the paradisaical Garden of Eden down to the mystical isle of Heriot de Borderie:

"There is an isle
Full, as they say, of good things; fruits and trees
And pleasant verdure; a very master-piece
Of Nature's; where men immortally
Live, following all delights and pleasures. There
Is not, nor ever hath been Winter's cold
Or Summer's heat, the season still the same,—
One gracious Spring, where all, e'en those worst used
By Fortune, are content."

Even religion is wont to resort to this imagery in portraying the goal of mortal life:

"There everlasting Spring abides,
And never-failing flowers."

What wonder, then, that our epicurean tastes should lead us forth to those islands of ever-enduring spring that lie to the south of our Mediterranean gulf. Wealth is pouring in upon us, and with it comes the inexhaustible appetite for new sensations. Especially welcome to the dweller in the land of iron mills and roaring looms, of thundering trains and snorting steamboats, is the thought of the peaceful isle where luxury drops into one's lap without the trouble of balancing accounts.

Mr. Hazard has catered to this feeling in the most artistic manner. Redolent of bananas, tamarinds, orange and lemon groves, his book grows from chapter to chapter like the gigantic cactuses which grow in that tropical clime. Full of quaint historic lore relating to his theme, he takes the reader to positions whence they may view their subject in geometrical perspective. The book is beautifully illustrated, and no one who takes it up will lay it down until he has finished it. Two purposes will be served by it: the rest and relief from care and worry that is required by our busy people, are found in the perusal of such books; again, the spirit of adventure, so rife with us at present, is nourished on such aliment. It will bring many a fortune-seeker into that island.

The primitive civilization that prevails there, the meteorological perturbations—dead calms succeeded by the wildest of hurricanes—the pestiferous insect swarms, and the dreaded reptilian life that infests the streams and forests, all these will not rob the ideal of its charms. In the not distant future, the Titans of productive industry, armed with the invincible panoply of invention—the labor-

saving engines that vicariously subdue the earth for human uses—will invade that paradisaical island and subdue it. Those tropical islands, and the vast savannahs of Central and South America, can easily be made to produce enough vegetable productions to supply the entire human race. All that is needed for this is vast combination, and the employment of machinery in the place of slave labor. Unaided man is too feeble in contrast to the might of vegetable growth there. He cannot subdue it. But let him take thither his steam engines and labor-saving machines, and adapt them to his purposes, and he can utilize that fertile region whose vegetable growth, each year, is equal to the entire wants of a human population twice as large as that now living on the globe. With this in view, we see how premature are the fears of those who look forward to an early limit to the population in the world through a deficiency of food for all. The past century has exhibited to us the spectacle of an increase in food, clothing and shelter in a geometrical ratio, while the population has been in an arithmetical ratio. This is to continue, for it is less than a half century since labor-saving agricultural machines came into use, and less than a quarter of a century since a scientific agriculture began to exist, and meteorology, chemistry, entomology, mineralogy, zoology and botany are just beginning to come to its aid. Every year opens up miraculous possibilities in this direction.

Universal education makes man free. He can control the "always gratuitous services of nature."

ART EDUCATION, SCHOLASTIC AND INDUSTRIAL. By Walter Smith. With Illustrations. Boston: James R. Osgood & Co., 1872. For sale by Jansen, McClurg & Co., Chicago.

That there is an immense sum of money sent every year from the United States to Europe to pay for large purchases in the line of industrial art, is a consideration which has aroused our social economists to the importance of educating our own workmen. Boston took the most efficient method of providing such education a few years since, when she made the discovery that she was accomplishing very little in the line of true art by the method of teaching drawing in her public schools. Mr. Walter Smith, the distinguished Art Master at the head of the Leeds School of Art and Science, and Training School for Art Teachers, was engaged at a liberal salary to look after art education in Boston. Soon afterwards Massachusetts made it obligatory on every city and town in the State to make provision for instruction in drawing for such as wished to learn.

Mr. Smith was made State Director of Art Education, and immense strides were taken toward giving a practical æsthetic culture to the people of Massachusetts. Doubtless this will tell on the wealth of that State just as the same steps have told on the industry of Belgium, Bavaria, Wurttemberg and England. At the Universal Exhibition of 1851, England found herself far behind the States on the Continent in the artistic quality of her productions. The mortifying discovery resulted in the establishment of schools of art in every large town, and in the Paris Exhibition, sixteen years later, England had ascended to the foremost rank in this respect. The great Museum of Industrial Art at South Kensington, supported from the national treasury, had accomplished this result.

It is not so much what one does, as how he does it. The remark of Goethe ought to be engraved in letters of gold on every school and every workshop in the land: "To the man of the least culture, whatever he does is a TRADE; to the cultured man it is an ART; but the highest man sees in whatever he does the likeness of all that is done right." A few months study of industrial drawing makes the future mechanic an artist, and for his whole life elevated in possibilities above the mere mechanical laborer. What he makes will bring extraordinary prices.

What a fine thought to have the furniture of our houses, the implements of the household, the tableware, etc., all fashioned with lines of beauty; not such cheap and tawdry ornamentation as is common, but with such lines of grace and beauty as one sees in the Etruscan vases, the Venetian table, glass, Greek toilet ware, or in the works of Benvenuto Cellini. True art should take the place of the mockery of art which everywhere meets our gaze.

Mr. Walter Smith, in the volume named at the head of this article, has taken an important step towards educating the educators of this country. Among the topics discussed in his book, we note the following: "Art Teaching in Public Schools; Schools of Art and Industrial Drawing, with the French, English and German Methods; Ornamental Design in Form and Color; Surface Decoration; Relief Ornament, Modeling and Carving; Pottery, Glass and Terra-cotta; Casting and Casts; Architectural Enrichments; Symbolism in Art and Architecture." The book contains 400 pages, and is illustrated with 40 expensive woodcuts and colored plates.

Messrs. Osgood & Co., we learn, intend soon to follow this work with

a series of drawing books prepared by Walter Smith.

SPECIAL NOTICES.

DON'T fail to read what we say about this "NEW BOOK." HAVE YOU SEEN IT? **GUYOT'S PHYSICAL GEOGRAPHY!** By the greatest living Geographer. This is a strong, original, fresh, practical Text-Book, suited to High Schools, Academies, Seminaries, and Schools of every grade where this subject is studied. It is pre-eminently the "best Physical Geography ever published." When you have examined it, you will say so, too. Quarto, 28 pages. Retail price, \$2.25. Sent to teachers for examination on receipt of \$1.35. Address

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A TEACHER WANTED.—A teacher as Principal for Pilot Knob Public School, to be capable of teaching both English and German languages. School term not to be less than eight months. Reference wanted. Address HENRY BOSS,
Sec'y Board of Educ'n.

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It forms an important part of the "Great Through Route" between St. Louis and Texas, Kansas, Nebraska, Colorado and California. For information, maps, time tables, &c., address E. A. Ford, General Passenger Agent, St. Louis, Mo.

The American Financial Corporation.

A CORRESPONDENT of a number of leading daily and weekly papers in the West, who is not only fully posted, but whose statements can be depended upon, in speaking of this new movement in financial matters in St. Louis, says:

Among the Managers and Directors of "the American Financial Corporation will be found such names as: John J. Taussig, member of the banking firms of Taussig, Gemp & Co., St. Louis; Taussig, Fisher & Co., New York; Gemp & Taussig, Frankfurt on the Main, and vice-president Mo. Pacific Railroad. H. T. Wilde, president West St. Louis Savings Bank; vice-president Western Savings Bank; L. J. Holtzhaus, director West St. Louis Savings Bank; Geo. W. Lubke, director Western Savings Bank, and West St. Louis Savings Bank; W. F. Wernse, director West

St. Louis Savings Bank, and Western Savings Bank; names which are known in this country, and in Europe, in financial centers, as every way reliable and responsible. They propose here, at home, to purchase, sell and negotiate Bonds of States, counties, railroads, cities and towns, and make advances on Bonds deposited for sale, at all times. School Bonds a specialty. The safe investment of funds in bonds or loans on real estate security for capitalists of this and other countries. Orders for the purchase of first-class investment securities of all kinds will receive prompt and careful attention. So that if a railroad company, a State or county, a town or city wish to issue bonds for any purpose, they can be sold here for the highest market price: Mr. Wm. F. Wernse, the secretary and treasurer of the American Financial Corporation, has been the cashier and general manager of the West St. Louis Savings Bank from its first start, and has won an enviable reputation as a first-class financier, and a reliable business man, throughout the leading cities of the country. This West St. Louis Savings Bank stands as one of our safest and strongest monied institutions.

Our German population are among the most industrious and economical citizens, and they have held a large amount of money, which has, for the most part, been unproductive until it has been gathered up and deposited in these Savings Banks.

Mr. Wernse commands the full confidence of these people, and they have placed a large amount of money at his command, and he is making a judicious and profitable use of it.

We have been dealing with this institution for some time past, and so we know from personal knowledge and observation whereof we speak. The capital of the American Financial Corporation is limited to \$1,000,000. This, however, will aid our people, who wish to develop the immense resources of this and other States, very materially.

OFFICE SUP'T PUBLIC SCHOOLS,
ST. LOUIS, March 22, 1873.

I have carried an Elgin Watch of the Raymond pattern for upwards of a year. I find that it improves by use. During the past thirty days it has varied from the most accurate chronometer in this city less than two seconds.

[Signed] WM. T. HARRIS,
Superintendent.

TEACHERS WANTED.—The Board of Education at Cameron, Mo., have appointed April 15th for the examination of all applicants for positions in the school which they purpose organizing there early in May next.

The very elegant building now in course of erection will soon be ready for occupancy.

Four assistant teachers will be appointed for the opening term of three months, who, if they prove satisfactory, will doubtless be retained by the Board for the ten months' term, to commence in September next.

Remunerative salaries will be given.

THOSE FAVORITE HOME REMEDIES.

PERRY DAVIS'

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- 3d. PAIN-KILLER will cure Cramps or Pains in any part of the system. A single dose usually affects a cure.
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- 6th. ALLEN'S LUNG BALSAM contains no Opium in any form, and is the best expectorant remedy of the age.
- 7th. PAIN-KILLER as a liniment is unequalled for Frost Bites, Chiblainis, Burns, Bruises, Cuts, Sprains, &c.
- 8th. ALLEN'S LUNG BALSAM—Mothers should keep it on hand in case of Croup.
- 9th. PAIN-KILLER has cured cases of Rheumatism and Neuralgia after years standing.
- 10th. ALLEN'S LUNG BALSAM has been before the public a period of ten years, and in that time has become known throughout this and large sections of foreign countries. It has found many rivals, but no equals.
- 11th. PAIN-KILLER is a purely vegetable preparation, safe to keep and to use in every family. The simplicity attending its use, together with the great variety of diseases that may be entirely eradicated by it, and the great amount of pain and suffering that can be alleviated through its use, making it imperative upon every person to supply themselves with this valuable remedy, and to keep it always near at hand.
- 12th. ALLEN'S LUNG BALSAM is largely indorsed by Physicians, Druggists, Ministers, Public Speakers and the Press—all of whom speak of it in the highest terms, and recommend its use in all cases of Coughs and Colds.

Every housekeeper should keep these two valuable remedies at hand with them, to use in time of need. Many an hour of suffering and many a physician's bill will be saved.

Directions to accompany each bottle.

J. N. HARRIS & CO., Proprietors, Cincinnati, O.

For sale by all Druggists and Medical Dealers. For sale by Richardson & Co., St. Louis; J. D. Park, Cincinnati; R. A. Robinson & Co., Louisville; G. W. Jones & Co., Memphis; E. J. Hart & Co., New Orleans; G. W. George, Galveston. July-31

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The course of study has been prepared with a view to afford the greatest possible amount of practical instruction, and at the same time secure broad culture and the most thorough training of the mental powers. The philosophy and methods of teaching will receive special attention during the course.

EXPENSES.

Incidental Fee, \$5.00 per term. Board from \$3.50 to \$4.00 per week. Rooms for self-board and clubs can be obtained at reasonable rates.

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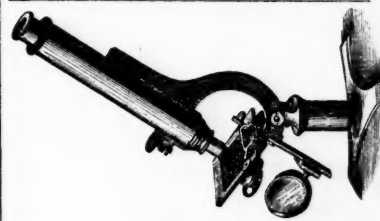
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